



THEORETICAL FOUNDATIONS OF MOVEMENT GAMES

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Abstract

This article discusses the theoretical foundations of teaching children active games. The practice of educating the younger generation in our country testifies to the fact that games are one of the most important means of forming high moral and physical qualities in children and adolescents. It plays a particularly important role in the physical education of preschool and school-aged children, as it contributes to the preservation and strengthening of health, the normalization of physical development, and the comprehensive improvement of motor skills.

Keywords: Active games, child's body, age characteristics, physiology, cardiovascular system, players, leader, leader, physical activity, educational, upbringing, ball, rope, health improvement.

The health-improving importance of active games

The main content of active games is the movement and various movements of the players. With proper management, they effectively affect other systems of the body and respiratory, muscular, and cardiovascular systems.

Active games increase the body's functional activity, engage various large and small muscles in various dynamic tasks, and increase joint mobility.

This is particularly valuable from a health-improving perspective. Active games, held outdoors and in sports halls, both in winter and summer, are considered especially beneficial for health improvement, as outdoor movement increases oxygen supply and somewhat enhances metabolism, which positively affects the entire body.



Under the influence of physical exercises used in games, metabolism is comprehensively activated (carbohydrates, proteins, fats, and minerals). Muscle work enhances the functions of the endocrine glands. Taking into account the physical fitness and age characteristics of the trainees, only with the correct organization of the training can such active games acquire hygienic and health-improving significance.

It should be taken into account that in active games, the possibility of accurately distributing the load is limited, since it is impossible to anticipate the motor activity of each participant in the game. The constantly changing situation in the game, high-speed interaction, does not allow for precise regulation of the size and direction of the load if the content of individual game exercises is not included in the program.

Therefore, for optimal physical activity, it is especially necessary to monitor it. When regularly engaging in play, they can apply especially intense loads, since children's bodies need to gradually adapt to them.

The game should have an effective effect on the nervous system of the trainees. This is achieved by applying optimal loads, as well as by organizing the game in such a way that it causes positive psychological experiences in players, poor organization of the game leads to negative psychological delays, disrupts the normal functioning of nervous processes, causes stress (extreme agitation), which harms health.

The rules of active games regulate the interaction of game participants, eliminating unnecessary excitement. Clear and impartial refereeing according to the rules of the game leads to positive psychological delays in players.

Regular use of active games contributes to the development of a dynamic stereotype in nervous processes, which facilitates the performance of the movement, contributes to its greater economy.

Conducting games outdoors in summer and winter (taking into account the weather) contributes to the hardening of children.

Currently, due to the increasing flow of information, the increase in training time, the manifestation of movement, and the decrease in the activity of movements requiring muscle tension, an increase in **gynodynamia** is observed in the younger generation.



Hypodynamia (a decrease in movement, from the Greek hypos - "less" and dynamos - "movement") is a restriction of motor activity, a disruption of body functions (musculoskeletal system, circulatory system, respiratory system, digestive system) with a decrease in the force of muscle contraction.

The widespread use of active games helps reduce hypodynamia, as it compensates for a lack of motor activity.

After prolonged mental activity, active play ensures active rest for the child. It is used for this purpose during breaks at school, during walks on the playground after the end of lessons (in extended-day groups), at home after returning from school, and after finishing the lesson.

In elementary school, it is advisable to conduct physical exercises during lessons as much as possible, as children aged 7-8 experience strain for 45 minutes, especially during the last lessons of the school day. A short active game with children at the desk changes the function of nerve centers, allows for rest (inhibits the excitation of nerve centers), and activates muscle activity.

When physical development is delayed in children, it is necessary to use active games, as they contribute to the health of the body and increase the overall level of physical development.

Active games are used in sanatoriums and hospitals for the rehabilitation of sick children for specific therapeutic purposes. It contributes to the psychological uplift of functional activity and enthusiasm that occurs in children during play.

Educational significance of active games.

The first activity of children is play, which plays a large role in the formation of personality.

The experience accumulated in children's games is reflected, strengthening and deepening their understanding of how life events are expressed. Children, like adults, learn about the world through their activities.

Educators of our country note the great educational significance of active games in preparing the younger generation for life, since the child develops in play.

Engaging in play enriches the participants' feelings, imagination, and understanding.

In the hands of our educators, play contributes to the comprehensive development



of the child. They expand the concepts of imagination, develop observation skills, intelligence, sharpness of mind, ability to analyze, distribute and popularize what they see, and on this basis draw conclusions from the phenomena observed among those around them.

Individual sports are similar in their movement structure (sports games, track and field, gymnastics, wrestling, swimming, etc.), and games have educational significance. Such games are aimed at consolidating and improving skills in various sports, as well as previously learned technical and tactical techniques.

Develops the ability to correctly assess space (place) and time relationships in active games and responds quickly and accurately to the influence of frequently changing situations in the game.

Active games held locally in summer and winter conditions have great educational significance: in children's camps, recreation areas during trips and walks.

Conducting active games with small objects (small balls, bags, gymnastic sticks, flags) increases skin and musculoskeletal sensitivity, contributes to the improvement of motor functions of the hands and fingers, which is especially necessary for children of primary school and preschool age.

In our country, introducing students to folk national games has great educational significance. They introduce children to the culture and customs of our nation.

In active games, game participants have to perform separate roles (head, point-counting, referee, assistant referee, game organizer, etc.). This helps them develop organizational skills and competencies.

In competitions held in active games, participants are familiarized with the organization of the competition and the rules of the game. These knowledge and skills help children conduct competitions independently.

If the teacher, educator, and leader pay the necessary attention to this, then the educational aspect of the game will be at a sufficient level.

Educational significance of active games.

Active games play a crucial role in developing physical qualities: speed, agility, strength, endurance, and flexibility are developed.

In most active games, speed is required from the participants (rapid escape,



pursuit, instantaneous response to a sound or visual signal).

The constantly changing situation in the game contributes to the development of dexterity, requiring participants to quickly switch from one action to another. Speed-strength games train strength.

Games involving vigorous movement and the expenditure of more strength and energy develop endurance.

Games, associated with frequent changes in direction of movement, contribute to the development of flexibility.

Active games are of great importance in the spiritual upbringing of a child. Active games are called collective, and at the same time, they teach children collective activity. Play develops in children a sense of camaraderie, mutual support, and responsibility of friends for each other's actions. Children participate in team games and sacrifice themselves with their interests for the benefit of the team: gifting the ball to a friend in good condition, trying to save a friend who has captured them, and so on. Gradually develops the ability to support each other's actions and foster a sense of friendship. From preschool children to younger schoolchildren, the game requires not only coordination of their own movements with the movements of their peers. Later in the game, mutual support manifests itself in helping one's partner. And finally, at the end, a game arises with interest in one's team, actions of subordination.

A specific movement in a game is the movement of one player against another, one team against another. In connection with this, players face various tasks that require timely solution. For this, it is necessary to select and perform various actions in assessing the emerging situation in a short time. This helps the player understand their own strength.

The specific interaction between players is determined not only by their mutual cooperation in competition and struggle, but also by the general character of psychological adaptation, the ability to perform many game actions with intensity, the overall magnitude of tension, and the sharpness of individual experiences.

The rules of the game help to cultivate conscious discipline, self-control, "commanding oneself" after strong excitement, and one's spontaneous impulses. Active games also help in educating children about art and artistry. The first



manifestation of creative artistry in children is perceived in the form of play. In children's games, especially in preschool and primary school age, creative imagination occupies a large place: riding a simple stick as a horse, a bicycle, a rifle, and a sword. Active games organized with plot content develop imagination. Understanding the influence of the environment around the game, the role of individuals in children's understanding, the performance of events with the distribution of roles, in its performance, children introduce their creative imagination. In the process of such games, creative imagination develops and improves. They help to develop sensation and perception, teach to perceive the appearance of surrounding objects and all their interrelationships, to know the surrounding environment and create new impressions in children, teach observation as well as logical thinking.

Games organized with musical accompaniment develop children's musical abilities. The teacher uses the game method in developing children's musical abilities: games with movement under musical sounds help them better master musical forms and characteristics.

In musical games, a child demonstrates their first dance abilities.

In play, a child manifests all their personal qualities and characteristics. The manifestation of individual characteristics during play helps to better understand each child and influences their development in the desired direction. Only one activity is as clear as a game and does not fully reveal the student's personal character traits. The child finds their immersion or interest in the game in their versatile character. A child who doesn't interact with other children in their classroom manifests themselves completely differently in play. Since all this is extremely important, it is necessary to have the right personal approach to children.

Classification of active games for preschool children.

Educators and instructors are the organizers and leaders of active games. Below we will provide detailed information about the rules for organizing and conducting mobile games for them. As mentioned above, active games contribute to children's physical development, hardening, and further strengthening of their body and overall work capacity. It is necessary to provide children with the



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necessary knowledge, allowing them to move freely in various conditions of motor activity, and to develop the necessary motor skills. It is necessary to cultivate in them mental and volitional qualities that contribute to their life activities. In addition, it is necessary to instill in children an interest in various games, physical exercises, as well as adherence to the daily routine, to form the necessary knowledge and skills for the independent organization and conduct of outdoor games. The organizational and educational role of the educator or instructor in conducting them is very responsible. The correct selection of games and the correct transfer of children's knowledge are of great importance. However, the choice of the type of game does not always fulfill its educational function. It is very important that the organization and conduct of such active games have an educational significance. Only when the game leader knows the children well, is thoroughly familiar with the content and rules of each game, and can demonstrate high pedagogical skills during the teaching process can each game be properly organized from an educational perspective. In the process of teaching games, the educator-instructor should use the didactic principles of pedagogy and ensure their constant implementation. The instructor explains the content, tasks, and rules of the game to the pupils or children during the learning process. A conscious attitude towards the game, its proper teaching, allows one to correctly understand their mistakes and successes, to analyze their actions in comparison with the actions of their peers. It is necessary to appoint referees and assistant referees from among the children to conduct the game. The actions taught by the instructor and understood by the children should help develop organizational skills in them. The instructor should gradually increase the complexity of the children's game, linking it to overcoming its difficulties. This strengthens children's willpower. Before starting the game, the instructor defines specific tasks for the game, which should be appropriate for the children's age, i.e., their ability to perform them. When organizing and conducting games, it is also beneficial to encourage children to be as proactive as possible and to encourage their active participation. By showing creative activity and playing games, children develop organizational skills and are being educated. Helping a friend towards a common goal, making decisions on an issue independently or together with friends, is an example of creative initiative. If children have already



mastered the game earlier, their activity during the game can increase even more. Children's activity during play depends on the teacher's readiness to conduct the game. It is known that each game has its own peculiarities and difficulties. Our instructors should be well aware that games not related to overcoming obstacles or difficulties, that is, games that do not require significant energy expenditure, do not arouse children's interest. Very easy or, conversely, too difficult games are not interesting, they are boring for children. When teaching games, the instructor should start with the easy ones and gradually move on to the difficult ones. Simple games and games played without division into groups are considered simple games. Such games are easy to play. Games played in equal groups are somewhat complex and very complex. The rules of such games are more difficult than the rules of other games. Therefore, educators or instructors should always keep in mind the transition from easy games to complex ones, from familiar games to unfamiliar ones. Then the children become interested in the game. Newly learned games should be similar in type to familiar games. However, even in such games, there are rules and certain actions unknown to children. Thus, the games gradually become more complex. This contributes to the formation of new motor skills in children and the improvement of previously learned technical elements. To achieve a thorough mastery of movement skills, as well as previously acquired knowledge in the game, it is necessary to constantly repeat and reinforce the exercises. However, it is also not advisable to repeat the same games. The instructor should constantly monitor children's play. This will allow for the identification and timely correction of shortcomings and errors in the game. Children's thorough mastery of games allows them to independently use these games in other places.

Conducting active games according to children's age.

The movements of 3-year-old children are somewhat limited, and their attention is constantly distracted. Therefore, children should be taught simple and easy-to-understand games. In such games, the use of birds and animals or their pictures, toys, and fairy tales yields positive results. These games must be meaningful and instructive. Exercises are of great importance in teaching play to children of this age. Such games have no meaning; they have simple tasks, such as bringing a flag, jingling a doll, catching up to a ball. Movements (walking, running, etc.)



should be familiar to children and not difficult to perform. Games, the content of which is familiar to children and imbued with movements, are very interesting for the little ones. This plays a significant role in developing children's motor skills and teaching them proper walking in open spaces. Cultivating activity and independence helps.

As 4-year-old children expand their knowledge and gain experience in movement, the content of active games also changes. The main content of games consists of imitations of the movements of birds and animals, types of transport, and various objects. In games, by starting to give children tasks related to finding objects, memorizing their shape (the shape of a cube, circle, square), as well as distinguishing colors and sounds, it is possible to increase their enthusiasm for playing complex games. At this age, there is a difference in children's perception with game conditions for developing movements. Gradually, the child's attitude towards completing the task changes. For example, children who have reached the age of 3 do not feel responsible for seeing in play (for example, a wolf catches one rabbit, after catching it runs and plays with it, and pays no attention to other rabbits), now children understand the task assigned to them (now the wolf, after catching the rabbit, stops it, brings it home, and then starts catching other rabbits). The teacher often leads the game. It is very important that the content of the actions in the game be understandable and interesting for children. This increases their activity, activity, and enthusiasm for the game, giving emotions and enthusiasm to actions. In games with four-year-old children, it is necessary to significantly increase the complexity of movements (going into the game with blocks, squatting on them, descending from them, crawling under a chair, etc.) and combining each movement (throwing a ball far, catching it, jumping to catch a fly, etc.). Children participating in such complex active games try to outperform each other. Games of this type are always joint games. This game manifests itself especially in exercises. In this case, games with singing in groups and games with rhyming words are widely used. Through such games, children can be taught to cooperate and perform actions together.

The content of active games of 5-year-old children is connected with the growth of their imagination and knowledge about the surrounding world and events encountered in life. Children's active movement during play largely depends on



their skills and abilities, good knowledge of their surroundings, and their ability to perform movements persistently, quickly, harmoniously, and collaboratively. Most games have a single starter, but sometimes this task can be performed by 2-3 players. Some of the active games intended for the middle group do not have the content and impact of the task being performed. Competition can also be included in such games. Often rhyming words reveal and complement the content of the game. Serves as a gesture for action. It's even better if the words are spoken in groups.

The range of knowledge of 6-year-old children is expanding. Consequently, the content of active games becomes more complex. Due to the increasing complexity of game rules, their implementation requires accuracy, attention, patience, and limitation of excessive movements (running in a specific direction, deviating from the game in time, etc.). The rules of the game contribute to the formation of discipline. It is known that to participate in active games, children need to be divided into groups, in which boys often strive to group with boys, and girls only with girls. This affects the course and outcome of the game. Therefore, it is advisable for the educator to group stronger children with weaker ones, and boys with girls. In this case, the moral character of boys and girls and their good upbringing are of great importance. Moreover, boys become more proactive to keep up with girls and learn to respect girls.

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