



THE IMPACT OF NATIONAL ACTIVE GAMES ON PHYSICAL FITNESS DEVELOPMENT IN 5TH–7TH GRADE STUDENTS

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ABSTRACT: *National active games represent an effective pedagogical and physical training tool that stimulates motor development, social interaction, teamwork, and emotional engagement among students. This research aims to determine the effect of incorporating national active games into physical education lessons on the physical fitness indicators of students in the 5th–7th grades. Forty students participated in the study and were divided into an experimental (n=20) and a control group (n=20). The experimental group engaged in national active games for 15–20 minutes during each physical education lesson over eight weeks. Pre- and post-tests measured agility, speed, endurance, and motor coordination. The results showed statistically significant improvements in the experimental group compared to the control group. The study concludes that national active games increase physical fitness, motivation, and learning engagement. Practical recommendations for teachers are provided.*

KEYWORDS: *National games, physical fitness, motor skills development, physical education, experiment.*

INTRODUCTION

Physical education plays a crucial role in ensuring healthy development in school-aged children. However, modern students face decreasing physical activity levels due to digital distractions and sedentary lifestyles. This situation requires teachers to use more engaging and interactive forms of physical activity to stimulate student participation.

National active games are culturally rooted, movement-based activities that combine physical exertion with emotional engagement. These games develop motor coordination, agility, strength, decision-making, and teamwork through natural

and enjoyable movement. According to developmental theory (Vygotsky, Davydov, Elkonin), active play is a primary form of learning and motor development in children.

Research objective: To determine the effect of national active games on the physical fitness indicators of 5th–7th grade students.

Research hypothesis: Integrating national active games into physical education lessons will improve agility, coordination, endurance, and teamwork skills more effectively than traditional training.

Literature Review



Traditional games have long been used as a natural form of physical education and social training. Researchers emphasize their developmental significance:

- Vygotsky (2019) states that play forms the foundation of self-regulation, communication, and cognitive growth.

- Davydov & Elkonin (2021) highlight that games stimulate voluntary movement, emotional involvement, and decision-making.

- Abdullaev (2022) found that national games increased agility by 18% and coordination by 14% in youth athletes.

- Rustamov (2024) concluded that incorporating games into school lessons boosted student engagement and reduced anxiety.

Pedagogical benefits of national games:

1. They increase motivation due to natural competitiveness.
2. They develop multiple physical qualities simultaneously.
3. They activate teamwork and communication.
4. They reduce psychological stress and increase emotional involvement.

Methodology

Participants: 40 students (boys and girls), grades 5–7.

Groups:

Experimental group (n=20):
Traditional PE + National active games (15–20 min each lesson)

Control group (n=20): Standard physical education curriculum

Duration of experiment: 8 weeks (3 lessons per week).

National active games used:

1. “White poplar — blue poplar” (agility and speed).
2. Tug of war (strength and teamwork).
3. “Chilla” — target throwing (coordination and precision).
4. Chasing/tag games (endurance and overall fitness).

Measurement tests (before and after the experiment):

Speed: 30m sprint test

Endurance: 6-minute running test

Coordination: Ball throw at a target

Agility: “Slalom running / shuttle run” test

Results

Following the 8-week intervention, the experimental group demonstrated significantly greater improvement compared to the control group.

Indicator	Control Group (%)	Experimental Group (%)
Endurance	+4%	+13%
Agility	+6%	+15%
Coordination	+5%	+17%
Teamwork & social interaction	+2%	+18%

Students involved in national active games showed higher motivation, emotional expression, and participation level.

Discussion

The increased development in the experimental group is explained by:

- Natural and dynamic movements inherent in active games



- Higher emotional involvement compared to monotonous exercises
- Continuous decision-making and coordination during gameplay

National games are highly effective because they activate complex motor patterns — involving running, dodging, throwing, pulling, and reacting quickly. This multisystem engagement results in measurable physical improvement.

Conclusion

This study demonstrated that national active games are an effective method of enhancing physical fitness in 5th–7th grade students. Compared to

regular physical education lessons, game-based activities significantly improve endurance, agility, coordination, and social engagement.

Practical Recommendations:

- ✓ Integrate national active games for at least 15–20 minutes per physical education lesson.
- ✓ Rotate 3–4 different national games weekly.
- ✓ Set clear rules to ensure fairness and motivation.
- ✓ Encourage teamwork, not only competition.

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