



SPORTS GAMES AS A MEANS OF PHYSICAL EDUCATION

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ABSTRACT: *This article provides materials on the history of the origin and development of sports games, physical and psychological preparation, game techniques and tactics, rules for conducting training, recommended exercises, and is based on the subject program "Sports games and methods of teaching them" for bachelors of physical culture of higher educational institutions. It can be used by students of physical culture, masters and physical education teachers of secondary schools, coaches of primary training groups of those involved in sports games of sports schools, organizers and instructors of physical education, and all fans of these sports games.*

KEYWORDS: *Sports games, physical culture, physical quality, strength, technique, tactics, agility, agility, endurance, professional.*

INTRODUCTION

Among the sports types, sports games are of particular importance in raising young people to be healthy and strong. Sports games have attracted millions of people with their interest and popularity. In modern sports, sports games are extremely fast and require skill and effort. To achieve high-level technique and tactics, first of all, those involved in sports must be sufficiently physically developed and have special qualities. In sports training, qualities such as morality, dedication to the team, and responsibility are cultivated in those involved. Sports games are fast-paced, dynamic sports that require great physical

fitness from the player, as during sports games, participants jump a lot, change positions on the field with various movements, and perform offensive and defensive movements. Almost all of these movements are performed during movement. In modern sports, effective performance and high results can only be achieved through highly developed physical training.

This article is intended primarily for those studying a general course in sports and action games.

It describes the modern development of sports games and the content of their techniques and tactics. In addition, outdoor action games for



secondary school students are studied as elements of sports games, and model action games for classes are recommended.

In addition to presenting techniques and tactics, issues of teaching and learning methodology are considered. The methodology of working with children and adolescents is covered in more detail, and technical tools and equipment are described.

The methodology for teaching movement games, revised in accordance with the new physical education program at school, is highlighted in a separate chapter.

Questions related to teaching and learning methodologies common to all sports are presented in a separate chapter. The main definitions of game theory are also described here.

The author would like to thank in advance all experts, enthusiasts, and organizations who send their comments and suggestions on improving the quality of the textbook.

Research problem and objectives:

Despite the widespread popularity of sports games and other team sports in educational institutions, the specific educational benefits-especially those related to student cooperation-are not always fully recognized. The primary objectives of this study are:

1. To examine the ways in which sports games encourages cooperation and teamwork among students.

2. To investigate the correlation between participation in sports games and academic performance.

3. To assess the broader implications of sports games participation on students social behavior, leadership skills, and personal development.

Theoretical framework:

- wide promotion of sports games sports among the population and making it one of the most popular sports;

- digitalization of all stages of identification, selection and training of talented athletes, including sports women;

- organization of sports games sport clubs in professional and higher education organizations with necessary condition;

- development of the training system of professional coaches and referees in sports games;

- building modern sports complexes for sports games, strengthening the existing material and technical base, providing them with modern sports equipment and equipment.

Delivery of the necessary sports equipment and supplies to the educational institutions that won the final stage of the sports games competition held among the students of general secondary educational institutions based on their real needs.

The activity of the boarding school is to select talented young athletes in sports games and train them as main candidates for national teams.

In state educational standard, the approximate curriculum for higher educational institutions on physical



culture is approved. The theoretical part of this program envisages the development of a system of scientific, practical and special knowledge necessary for understanding the natural and social processes of scientific, practical and special knowledge necessary for understanding the natural and social processes of physical culture, and the ability to use them appropriately and creatively. Tasks for personal and professional development of students, self-improvement, organization of a healthy lifestyle are determined.

Methods:

This study adopts a mixed-methods approach, combining quantitative surveys, qualitative interviews, and direct observational analysis to comprehensively examine how sports games facilitate student cooperation.

Procedure

Structural elements of educational cooperation technologies:

This section showed that a physical education teacher, coach, when planning sports games lessons, should organize them in accordance with the students' contingent based on the tasks of the studied subject. Tasks should be set separately for each period of work, several lessons, parts of the lesson and each physical exercise. The coach should know how to set a task to be solved during this training. At the same time, he should be ready to perform more tasks that will be solved in the next lessons. It should not be forgotten that 3-4 tasks are solved in one training session. It is

necessary to distinguish primary and secondary tasks.

Knowing how to set and implement teaching tasks at different levels in accordance with the age and readiness of the participants requires pedagogical skills. This involves creating an idea of the technique to be learned in the participants (telling a story, showing films and videos and trying to do it again).

- general rules for the use of the main abstract (physical, mathematical and chemical formulas, theses, explanatory drawings, brief summaries, symbols, diagrams, graphs, tables);

- testing knowledge based on a test;
- assessment of student performance.

Principles of educational collaboration technologies:

- mutual unity of pairs and small group members;

- responsibility of each member of the couple and small group for personal and group success;

- organization of joint learning activities in a small group;

- overall assessment of group and team work.

Cooperative learning signs of technology:

- attention to the personality and individuality of the demand;

- assimilation of ready-made knowledge and refusal to reeducate them;

- development of independent and critical thinking among requirements;



- ensuring a positive attitude towards teachers and peers;
- development of cultural communication skills of requirement;
- creating an environment based on cooperation and mutual equality;
- feeling that working in pairs and groups is serious and responsible work.

Collaborative teaching technologies are based on the principle of “pedagog-student cooperation” and are used in the following forms:

- conducting small researches;
- participation in the competition on the topic;
- preparation for science Olympiads;
- preparation of joint projects;
- publication of scientific articles in creative cooperation;
- creation of educational resources in creative cooperation.

Requirements for the use of collaborative learning technologies:

- cooperation with partners and groups;
- active work, a responsible approach to tasks;
- positive attitude towards cooperation to tasks;
- not only for his own benefit, but also for the success of his partner and the group and a sense of responsibility.

The procedure for using joint educational technologies:

- requirements (4-5 people) work in small groups;
- uniform training material for the team;
- each group finds an answer to a separate question;
- an expe group will be formed;
- this group has the opportunity to assess the performance of each student separately;
- the points scored by the students are summarized and based on the activity of the small group evaluated;
- the team with the highest score is the winner.

The educational process is extremely complex, and in this process society requires high efficiency of education based on its socio-political and economic needs.

Coeducation, which is a relationship between a teacher and a student-students will have coeducation based on technology. Thus, improving the quality of cooperation technologies in the field of education, increasing the effectiveness of education, making decisions about mutual relations between teachers, students, student group, as well as the community, ideological and moral to achieve unity, to strive for a conditions for the realization of the inner potential of each student and for his-her manifestation as s person.



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