

The Use of National Physical Games to Develop Physical Development and Physical Preparedness in Primary School Students

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Abstract: This article discusses the application of a set of national movement games to improve the physical development and physical preparedness of primary school students by organizing physical education processes in an efficient manner and enhancing their physical development relative to their age.

Keywords: Primary school students, physical development, physical preparedness, physical qualities, education.

Relevance

In today's world, the attention paid to the rapid development of every sector in our country has reached a political level. The focus on radically improving the primary education system, the intellectual, moral, aesthetic, and physical development of children, preparing them for school education through quality teaching and modern education programs and technologies has increased. For instance, the Presidential Decree of the Republic of Uzbekistan (dated January 24, 2020, P.F-5924) "Measures to further improve and popularize physical education and sports in the Republic of Uzbekistan" was adopted. According to this decree, more than 3,000 schools (32%) require renovation of sports halls, and nearly 2,500 schools (25%) do not have sports halls. The decree emphasizes the importance of improving the infrastructure of educational institutions, equipping them with modern sports equipment, organizing sports competitions and physical education olympiads, and selecting winning students for children's and youth sports schools. Additionally, the decree addresses the lack of adequate funding for sports facilities and the repair of buildings and equipment in physical education institutions, focusing on promoting a healthy lifestyle and regular physical activity among youth.

Through the development of physical education and sports in pre-school, school, professional, and family education institutions, it is essential to foster children's involvement in physical activity, supporting their overall physical development and interest in specific sports. The Presidential Decree also highlights organizing sports festivals and competitions, such as "School Football Leagues," among schoolchildren[1,2].

Introduction

The physical development and preparedness of primary school students have been studied by many researchers. For example, researchers like R.S. Salomov, T.S. Usmonkhodjaev, and F. Khojaev have identified the physical development and physical preparedness levels of children,

revealing sluggish physical activity. Studies have also explored the enrichment of educational content in physical education classes, focusing on methods and forms of teaching (V.M. Kachashkin, L.P. Matveev, K.M. Makhkamjonov, R.S. Salomov, E.A. Seytkhalilov, T.S. Usmonkhodjaev, Sh.H. Khankeldiev, L.I. Lubishev, etc.).

Objective of the Research

The objective of this research is to develop the physical preparedness and physical development of primary school students using national movement games.

Research Tasks

1. Analyzing scientific and methodological literature related to the topic.
2. Identifying the indicators of physical development of primary school students.
3. Demonstrating the level of physical preparedness in primary school students through the use of national movement games.

Research Methods

Analysis of scientific and methodological literature, pedagogical observation, pedagogical testing, and mathematical-statistical methods.

Research Organization

The experiment was conducted in general secondary schools No. 104 and No. 285 in the Sergeli district of Tashkent city, involving 160 students. Researchers such as L.P. Matveev, T.S. Usmanhodjaev, A.N. Livitsky, R.S. Salomov, K.M. Makhkamjonov have explored the physical development and preparedness of school-aged children. However, modern theories and practices require using modern methodologies to develop physical preparedness in 7-9-year-old children due to the rapid growth of educational requirements[8,9].

Results and Discussion

Physical activity is vital for children, particularly during childhood and adolescence, as it helps form essential life skills and abilities. Insufficient physical activity can lead to inadequate development of children's physical abilities. Limiting physical movement negatively impacts every stage of life. It is crucial for growing children to engage in various physical activities for proper development. Physical inactivity leads to fatigue, slowed growth, and reduced immunity to infections. Active children naturally develop physical and mental improvements. For a balanced development of children, it is important to wisely use both intellectual and physical training. This includes integrating physical education into the daily schedule, paying attention to children's physical development from an early age.

The physical development indicators of 7-9-year-old boys and girls in Tashkent are presented in Table 1.

Table 1. Analysis of indicators of physical development in primary school students

№		Age	7 years	8 years	9 years
		Tests	$\bar{x} \pm \sigma$	$\bar{x} \pm \sigma$	$\bar{x} \pm \sigma$
	Boys				
1.		Height (cm)	122,2±1,51	125,1±1,45	128,1±1,58
2.		Weight (kg)	24,1±0,78	26,1±1,14	99,6±0,66
3.		Chest circumference at rest (cm)	55,4±0,82	56,5±0,61	59,7±0,80
	Girls				
1.		Height (cm)	116,4±1,14	124,2±1,82	124,2±2,25
2.		Weight (kg)	22,4±1,82	25,7±0,88	99,1±0,42

3.		Chest circumference at rest (cm)	51,4±0,64	54,7±0,99	57,7±1,18
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Indicators of speed-strength qualities (long jump from a standing position – control exercise) changed as follows:

For boys aged 7-8 years, the increase was 15.9 cm, while for girls, it was 14.8 cm. For boys aged 8-9 years, the increase was 12.1 cm, and for girls, it was 12.2 cm. Despite the fact that the results for 7-year-old boys and girls were relatively low, the results for girls equaled those of boys. This indicates that in physical education at this age, the tools used were not correctly selected, and insufficient attention was paid to exercises for developing speed-strength qualities.

It is well known that to organize children's physical education, physical development, and preparedness correctly from a methodological and pedagogical perspective, it is necessary to have a good understanding of children's physiology and psychology. Based on this knowledge, specific tasks should be set before each session. These tasks should consist of 2-3 items, and based on these tasks, the main movements, exercises, and active games should be chosen. The selected exercises must, first, be related to the main movements, and second, be appropriate for the children's age, preparedness, and gender. Furthermore, these exercises should be simple, understandable, familiar, and achievable for the students. Only then can students achieve movement skills and convert them into proficiency.

The physical preparedness and development of students are key components of health. The quality of students' physical development and preparedness depends on whether the physical education process is organized correctly from a pedagogical point of view, using modern methods and forms.

According to the data obtained in the study, the students' ability to perform speed exercises increased year by year (from 10.0 seconds to 6.9 seconds). The speed qualities of boys, i.e., the results in running 30 meters, improved by 0.5 seconds for 7-8-year-olds and by 0.9 seconds for 8-9-year-olds. For girls, the improvement was 0.7 and 1.9 seconds. These indicators showed that the results of boys and girls in performing speed exercises did not differ significantly.

Table 2. Initial and final results of physical preparedness of 7-9-year-old experimental group students (n=Boys-40, Girls-40)

№	Exercises	sex	7-9 years old			
			Initially $\bar{x} \pm \sigma$	Final $\bar{x} \pm \sigma$	T	II
1.	30 meters (seconds)	B	8,2±0,43	7,4±0,32	2,39	< 0,05
		G	9,4±0,38	8,2±0,39	2,08	< 0,05
2.	Jumping rope (1 minute)	B	17,3±0,79	24,6±1,71	2,85	<0,01
		G	19,1±1,26	28,9±2,71	2,93	<0,01
3.	Standing long jump (cm)	B	93,8±8,85	109,7±3,99	2,70	< 0,05
		G	87,8±4,42	92,8±3,86	2,14	< 0,05
4.	Sitting with arms outstretched (times)	B	9,8±0,98	16,5±0,96	3,54	<0,01
		G	10,4±0,79	14,9±1,37	2,28	< 0,05
5.	Writing with folded hands on the floor (times)	B	2,8±0,54	5,9±0,99	2,91	<0,01
		G	2,3±0,65	4,1±0,66	2,23	< 0,05

The analysis of the comparison of the indicators of the experimental and control group children shows that the results demonstrated by both boys and girls significantly improved after the pedagogical experiment (see Table 2) ($t=2.12, 2.31$; $p<0.05$). This indicates that the results of

boys in the experimental group improved by 1.1 seconds compared to the control group, representing a 11.8% improvement. For girls, the improvement was 1.2 seconds and 12.9% over the year. The results of 7-year-old boys in the experimental group improved by 2.1 seconds, which corresponds to a 29.1% improvement. The results of the girls also improved by 2.1 seconds, representing a 21.4% improvement compared to the initial results taken at the beginning of the year (see Table 2).

Conclusion:

An analysis of the scientific and methodological literature revealed that there is very little information on the physical development and physical preparedness of primary school students. Issues related to organizing activities for primary school students have not been developed, and there is insufficient scientifically confirmed data on the directions of the pedagogical process. The experiment showed that the physical development and preparedness levels of primary school students did not meet the requirements of the program. The quality of speed improved by 18.2–51.8%; 24.3–27.2%; and 29.0–26.7%, while the speed-strength quality (long jump from a standing position) improved by 28.9–61.7%, 6–18.1%, and 15.0–13.5%. There was a correlation (medium and high) between the indicators of physical development and physical preparedness ($r=0.35$ to $r=0.95$). It was also noted that there was a relatively low degree of correlation between movement speed, agility, and speed-strength indicators in both 7-year-old boys and girls.

The introduction of national games (10–30%) and competitive-style games into the physical education process for primary school students helped to increase their interest in activities, improve their overall physical preparedness, and reinforced the mastery of program materials.

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