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ORGANIZATION OF ACTION GAMES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABOUT ARTICLE

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Abstract: This article highlights the importance of organizing and conducting action games played from the point of view of the age characteristics and psychology of children educated in preschool educational institutions. It is said that properly selected and organized games will be the main foundation for children's future work. Information is provided about the educational importance of games in a child's life.

INTRODUCTION

Educators and physical education instructors in preschool education organizations are the organizers and leaders of action games. Active games help children to learn and grow physically, exercise and strengthen their body and general working abilities. The main task is to give children the necessary knowledge that will allow them to move freely in various conditions of movement activity and to form the necessary movement skills from them. They have mental skills that help them in life

and it is necessary to educate willful feelings. In addition, children are different

interest in games, exercise, and following a routine

to wake up, to independently organize and conduct action games

it is necessary to develop the necessary knowledge and skills.

The organizational and educational role of a teacher or physical education instructor is very responsible for their implementation. It is very important to choose the right game and give children the right education. But choosing the type of game does not always fulfill the educational task.

LITERATURE ANALYSIS

It is very important that the organization and holding of action games in an after-school educational organization has an educational value. Each game is full from an educational point of view only if the leader of the game 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 start and achieve the desired goal.

The educator-guide is a didactic pedagogy in the process of teaching games should use the principles and always achieve their implementation.

In the process of learning the game to the tutors or children, his explains the content, tasks and rules. A conscious attitude to the game to be, to teach him correctly, to correctly understand his mistakes and successes, allows to analyze his actions by comparing them with the actions of his comrades.

It is also important to appoint referees and assistant referees from children to conduct the game. After all, the actions taught by the guide and understood by the children help them to develop organizational skills and to achieve proper behavior among children. Guide the children's game along with overcoming its difficulties, slowly should be complicated. It strengthens the will of children.

Before the guide begins to conduct the game, the specific tasks for the game determines whether these tasks are suitable for the children's age, i.e. they are capable of performing them enough, it is appropriate to take into account the age characteristics and psychology of children.

It is also very effective to encourage children to take the initiative in organizing and conducting the game and to actively participate in the game.

While playing games with creative activity, children acquire organizational skills and are educated. Helping a friend to achieve a goal, making a decision independently or together with friends is an example of creative initiative. If children have mastered the game earlier, they are more active during the game can increase. Children's activeness during the game is the teacher's game it depends on how much they are ready to transfer.

It is known that each game has its own characteristics and difficulties.

It should be well understood that games that are not related to overcoming obstacles, that is, do not require a lot of effort, often do not arouse interest in children.

Games that are too easy or, conversely, too difficult are also fun will not pass, they will bore the children. A guide to teaching games at first starting with the easy ones, you should gradually move to the difficult ones. Simple and group games played without division are considered normal games. Such games easy to play. The games that are played equally in groups are a little complicated and are very complex games. The rules of such games are different from those of other games it will be more difficult than the rules. That's why educators or guides are always from easy games to complex games, from familiar games they should take into account the transition to unfamiliar games. Then the children go to the game are interested. New games to learn are similar in type to familiar games

must be. But even in such games, there are rules and some actions unknown to children. Thus, the games gradually become more complex. This is to create new movement skills in children and helps to improve and master previously taught technical elements.

It is necessary to constantly repeat and strengthen the exercises in order to achieve thorough assimilation of movement skills, as well as knowledge previously acquired in the game. But it is not advisable to repeat the same games every time.

METHODOLOGY

The leader conducting the game must always check the children's game. Only then will it be possible to identify flaws and errors in the game and correct them in time. Children's quick mastery of games gives them the opportunity to use these games independently in other places.

The main task is to conduct children's age-appropriate active games.

The movements of 3-year-old children are somewhat limited, and their attention is constantly distracted.

Children are very interested in games whose content is familiar to children and instilled in actions. This will be of great importance in developing children's ability to move, teaching them to walk properly in open space. It greatly helps to educate activity and independence.

As 4-year-old children expand their range of knowledge and experience in movement, the content of movement games also changes. The games are more complicated than the 3-year-old games. It is the main content of action games made by imitating the movement of birds and animals, types of transport, and various things. By starting to give children tasks related to finding objects, remembering their shape (cube, circle, square shape) and distinguishing colors, differentiating sounds in games, increasing their

enthusiasm for playing complex games. can go With the conditions of the game for the development of actions at this age there is a difference in children's perception. Gradually the child to complete the task attitude changes. From this age, children are widely used to sing songs and play games accompanied by rhyming words. Through such games, it is possible to teach children to cooperate and perform actions together.

The content of 5-year-old children's active games is related to the growth of their imagination and knowledge about the events that occur in life around them. Children's active behavior during the game largely depends on their skills and abilities, familiarity with their surroundings, ability to perform actions with stability, agility, perception and cooperation. The knowledge they have learned before this age will be the foundation for their future learning activities. Most games have a single starter, but sometimes this is the task

2-3 players can do it.

Some of the content of action games designed for the middle group and will not have a task description.

Often, rhyming words reveal the content of the game and complement it. Children's vocabulary increases during the game. Serves as a pointer to actions. It's even better if the words are spoken by the majority.

The range of knowledge of 6-year-old children expands considerably. Therefore, mobile

the content of the games will be similarly complicated and the duration will be longer compared to the younger age. Due to the fact that the rules of the game are becoming more complicated, they require accuracy, attention, learning to be patient, limiting excessive actions (running in a certain direction, leaving the game in time, etc.) . Actions like this form a meaningful action during the game for the children to understand. The rule of the game helps to find the composition of the discipline.

It is known that children are grouped to participate in action games

it is necessary to be, in which often boys with boys, girls

tends to group only with girls. It depends on the progress and result of the game affects. That's why the teacher should combine stronger children with weaker children,

it is appropriate to group boys with girls. Children who do not achieve good results will be helped in such cases, and they will also find the strength to follow their peers and act like children.

It is of great importance that boys and girls are well-mannered and well-educated. In addition, boys take initiative to keep up with girls and learn to respect girls.

CONCLUSION

The educational value and content of action games is clearly visible in the activities of children of preschool age. Preschool children have a variety of activities, and they like to play independent action games.

Play is the main activity of children of preschool age.

As the Russian pedagogue A.S. Makarenko said, play is knowledge for a child is a source. Knowledge that is difficult for children to acquire during the game they easily acquire skills, learn the essence of the specific characteristics of things. They perform various actions by expressing in the game what they see around them, that is, they walk, run, they jump, crawl, throw something. As a result, their figure, muscles and sensory organs develop, life activity of the organism

will get better. In the game, the will of the child, his actions, according to the rules of the game submissiveness develops, he avoids abusive behavior refrains, learns to act quickly when necessary, and eventually becomes physical adjectives are included. They apply these qualities correctly in life.

Action games, especially competitive games, are for children develops physical qualities such as strength, agility, dexterity, quickness and improves. They are also taught the concepts of winning and losing. The qualities of striving for victory without retreating from action without losing at the right time are also inculcated through the game.

"Games are the physical education of children of preschool age

should be the main tool," Ye.A.Arkin said. Games help children to develop the ability to coordinate their actions with the actions of their friends, subordinate their personal interests to the interests of the team, develop patience, self-control, and a sense of responsibility for the success of the group.

From the above information, it can be seen that the mandatory implementation of the rules of mobile games makes children disciplined and develops organization in them. In general, when children play as a team, they learn the rules of how to behave in a team, and develop the skills of playing games with organization. They get used to feeling great responsibility in fulfilling the roles they have assumed. In

group games, the skill of acting in team harmony is formed. They begin to understand that it is possible to win by being a force.

Most of the action games are educational and involve imitating various animals, birds, and replicating real human actions.

Children use the game to make useful actions necessary for them they acquire it and practice it relentlessly. Rules of action games

The fact that performance is mandatory makes children disciplined and organized in them educates.

The child should play with bright, melodious things that make him happy strives The surrounding object and nature perceived by the child through his senses the traces of events remain in his memory in the form of imagination.

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