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# THE ROLE OF SPORT ACTIVITIES, GAMES AND COMPETITIONS IN THE NURTURE OF 6-7 YEARS OLD CHILDREN

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**Abstract:** The paper analyzes the main approaches to the use of sports in the system of school physical education. The most important objectives of sport activities in primary school are to familiarize the children who are 6-7 years old with the varieties of sports and exercises, and to lay the foundations of proper technique. However, these activities should not become the highly specialized trainings. In our opinion, the system and activity nature of sports and fitness and health recreation activities acts as the effective means to raise the childrens' social activity characterizing such physical ability degree, which allows him successful implementing his creative, educational and cognitive abilities, participating actively in social and labour activities necessary for him, and increases his adaptive potential and the growth of social feedback on this basis.

**Keywords:** sports, physical education, physical development, sports activities, games, competition, sense of camaraderie, esthetic satisfaction, harmonious development, emotional, dynamic, volitional exertion.

## **INTRODUCTION**

In our opinion, sport plays an important role in the lives of children. It strengthens health, fosters character, makes a person strong and enduring, hardens the body. In addition, it seems to us that playing sports improves your mood. We believe that sports in its various directions, be it gymnastic (morning) exercises, outdoor sports, or even chess, should be practiced by every child. A person as a person is formed in the process of social life: in studies, work, in communication with people. Physical culture and sports contribute to the formation of a comprehensively developed personality.

Given today's choice, children are not actively interested in attending sports clubs. The topic that we have taken for research work is relevant, since today the high pace of modern life and the high level of computer technology, which often "suck" children for hours and days to sit motionless in front of screens! Immunity decreases, diseases become more frequent, spines are bent. Instead of playing sports, playing active games in the fresh air: football, badminton, volleyball with friends, or riding a skateboard or bicycle, the child sits for several hours in front of the monitor screen, sometimes motionless in one position.

Every parent wants his child to be healthy and strong. What's the matter? So, it was decided: we must go in for sports! What is sport? Sport is strength, health, success and good time, it helps to make new acquaintances, even helps to determine the choice of a future profession. Many remain in the sport and continue their careers in it, achieving tremendous success, even at the global level. Physical education and sports allow a person, as they say, to have a "healthy body - healthy mind". In fact, for full mental activity, for well-being, you need to be healthy. A sick person does not feel well and works accordingly.

Everyone in sports finds something for themselves. Some believe that this is a bright and colorful spectacle, an exciting performance, others - a means of communication, physical improvement and health promotion. Still others choose sports so as not to be in bad company. This applies to adolescence. The life of young people is inconceivable without sports. In studies, trainings, and especially during sports competitions, children endure great physical and mental stress: a rapidly changing environment, the resistance of an opponent, the dependence of the result of sports competitions on the efforts of each team member, the ability to subordinate their interests to the interests of the team.

## **MATERIALS AND METHODS**

Respectful attitude to the opponent contributes to the formation in children of such character traits as willpower, courage, self-control, decisiveness, self-confidence, endurance, discipline. They acquire knowledge about rational ways of

motor actions fulfillment, about the use of acquired skills in life, learn the rules of hardening the body, obligatory requirements of hygiene. Observation, attention, perception develop, the level of stability of mental performance increases.

Junior school age. At the primary school age (6-11 years old), children develop self-regulation, and the arbitrariness of will and behavior. Learns to do what is needed, and not what he would like, learns to a certain extent to manage his behavior. So, the beginning of sports from this age is an important moment for the formation of a successful personality in the future.

To work with younger children who are 6-7 years old, a teacher or coach must understand that for a child sports training or a physical education lesson is a means of unloading the psyche, and one should not "put pressure" on children and demand high results from them. For a coach or teacher, the most important thing will be to form in children a sense of the "need" of physical education, to interest them in systematic sports. The focus of sports activities among children of primary school age A child in playing sports is educational and training activities in order to educate the need not just for the process of playing, but for the process of competitive activity of the growing personality. To develop the ability to fight, confront, search for advantages over an opponent through the knowledge of one's own strengths.

Physical education in school lessons only allows you to maintain a normal physical condition, but does not improve the physical development of children. This requires both a high frequency of classes and a lot of physical activity. This can be done either by attracting schoolchildren to classes in sports clubs, or by children' independent physical education in their free time.

When a child begins to play sports, parents expect compensation for the moral, material, physical, psychological, time costs of the child and themselves. If we consider the goals of a child's sports activities, a fairly simple picture is built - to raise a healthy, physically developed, psychologically and socially adapted child. The role of the parent in the process of accompanying the child's sports

activities should be psychological support. Parents or parent, significant relatives, school teacher influence the quality of the educational impact and interaction of the coach with the child. The child tries to express himself, to reflect in the activity of his individuality, peculiarity, uniqueness.

The child can be focused on both the process and the result of the activity. This suggests that in the formation of interpersonal interaction, the coach should pay special attention to the athlete's family, which is the main institution of the primary socialization of the individual. It is in it that a young athlete acquires the foundations of social experience, realizes the inclinations and abilities, joins the culture, develops and feels protected, independent and confident in his own strength, even if he loses at the competition. The interests of the family are projected onto the person's future, onto his personal and professional self-determination.

In the process of playing sports, the child manifests and develops new personal qualities for parents, which are either supported and welcomed by the parents, or refuted by them. In the process of playing sports, the child finds himself in situations of victories and defeats. Defeat, paradoxically, carries more benefits than it seems at first glance. Only defeat can reveal weak links in the sports training of a young athlete. Winning tends to show the strengths of the child's personality. Consequently, children and especially parents need to adapt in their own way to probabilistic lesions and attach them to the position of an "adult" person, adequate to any requirements of the surrounding, often aggressive sports environment.

Likewise, a defeat for a child becomes a signal for him to realize "something is wrong ..." and to himself answered this question "why did it happen...". This is what the trainer and parents should pay attention to, and together they should help the child answer this question. The correct regime and the influence of the computer on the health and psyche of the child. A person who, since school, has been able to properly organize his work and rest regime, will remain vigorous and

creative for a long time in the future. A clear fulfillment of a well-thought-out and reasonably compiled daily routine for at least several weeks will help the student to develop a dynamic stereotype in himself. Its physiological basis is the formation in the cerebral cortex of a certain sequence of excitation and inhibition processes necessary for effective activity.

Established habits of regular exercise and a reasonably organized daily routine help to maintain good performance throughout the school year. Of paramount importance for each child are the presence of certain goals, needs, activities that are interesting and useful for society, the ability to establish a correct, rational daily routine. Most children in their free time prefer computer games. There is one more head problem for parents how to tear the child away from the computer and make him at least go outside for a walk.

Currently, more and more comprehended the fact that the traditional, long-established and applied in practice forms of physical culture and sports work with the younger generation no longer meet modern requirements and should be transformed into more effective forms. Proceeding from this, there is a need to search for new ideas and approaches to the organization of physical culture and sports work using innovative pedagogical technologies.

Special attention of scientists (I.N. Vorobyova, E.M.Danilov, A.N. Doeva, D.Yu. Karasev, Yu.I. Portnykh, V.V. general education schools and institutions of additional education in accordance with the modern requirements of the state and more active use of health-improving potential of sports games. The most effective way to increase performance is physical activity. A statement on this matter by the great French thinker and writer J.J. Russo most accurately demonstrates the relationship of brain activity with coordinated movements. The scientist wrote: "Walking revitalizes and inspires my thoughts. Remaining alone, I can hardly think; it is necessary for my body to be in motion, and then the mind also begins to move" [1].

Being by its intended purpose humanitarian discipline, physical culture is aimed at, writes in his research by I.N. Vorobyov in order to maximize the readiness for full implementation of their essential forces in a healthy lifestyle, all-round development of an integral personality, harmonization of its physical, mental and spiritual strength, effective professional self-determination, the organization of the necessary sociocultural comfortable environment, which is a necessary structural component educational process of the educational organization.

Such content of physical culture represented by a set of material, aesthetic and spiritual values. The result of activity in physical culture is physical fitness and the degree of perfection of motor skills and abilities (V.A.Ivanova, V.S.Kuznetsov, T.V. Levin, G.A. Kolodnitsky), a high level of development of vitality, sports achievements, moral, aesthetic, intellectual development, focus on healthy lifestyle [2].

## **RESULTS AND DISCUSSION**

The main goals and objectives of physical culture and sports work in general education school today, experts recognize an increase in physical culture, the formation of readiness for a healthy lifestyle, the development of interest in sports activity, the development of skills for systematic physical exercises and exercise, promoting moral, emotional, intellectual, socio-cultural and aesthetic development of the individual, the formation of creative abilities and cognitive needs. New school physical education programs need to be directed precisely to address these important strategic objectives. Compared to older programs, new educational programs in physical education are provided significantly more hours allocated for outdoor games, as well as more variety of sports games. It is also necessary to recognize the fact that the traditional model of organizing sports competitions for schoolchildren, based on the fierce competition of participants in the competition, encouraging only a small group of winners, a sharp delineation of sports competitions and art contests, has serious disadvantages. She develops the participants' desire to win in any way (even at the expense of health, moral

principles, one-sided development), openly demonstrate their superiority over others, achieve fame, gain material benefits, win valuable prizes, awards, etc.

These disadvantages of the traditional model encourage researchers (I.A. Gurevich [3], E.M.Danilov [4]) to a theoretical search and practical use in work with children of such new technologies of conducting contests and competitions that have a more cultural, humanistic value potential. Some scientists (V.A.Ivanova, T.V. Levina) are more likely to there are four main directions for the implementation of physical culture and sports activities. The first direction is focused primarily on the assimilation of children certain knowledge in the field of physical culture and sports, as well as the development motor skills and abilities. In the second direction, attention concentrated mainly on a high level of development of physical qualities and training effect by increasing the number of compulsory classes.

The third direction is sports-oriented and is based primarily on the rational combination of sectional and classroom-lesson forms of classes, the implementation of certain sports. The main task here is the formation of children' skills of systematic training in preferred types of physical activity. Within the framework of the fourth direction - the health of children and the corresponding level of their physical development, physical fitness is considered as the highest human value [5,86].

All four directions of improving physical education at school are united by the fact that within the framework of the implementation of any of them, great importance is attached to the creation of variable curricula, taking into account the characteristics of the needs and interests of children, as well as the professional capabilities of the teacher. It is assumed that it should consist of two blocks: mandatory (basic) and differentiated (variable).

Alternative forms of improving physical education allow, in contrast to traditional forms of physical education lesson, the organization of classes in training regimes outside the academic schedule in training groups. At the same



time, children, depending on their interests and levels of aspirations, have complete freedom to choose the type of lesson.

Observations of the general development of children of 6-7 years old involved in physical culture and sports have shown a great advantage in their mental, labor, mental, physiological development in comparison with their peers who are not involved in physical education. Therefore, it is necessary to introduce outdoor games, sports, walks in the fresh air, and feasible physical labor into the general daily routine of a schoolchild. In the life of the student body, study, work and play are closely intertwined.

A good game at school, said A.S. Makarenko, is tantamount to good work. And this is true, because it strengthens the conscious discipline of the players, teaches children to act in concert, fosters a sense of camaraderie and responsibility to the team. And, what is even more precious, playful activity fosters almost all volitional qualities of an individual: courage, perseverance, independence, striving for victory, and it is precisely these qualities of a person that are necessary for any productive activity [6].

Sports game is a historically developed social phenomenon, an independent type of sports activity inherent in humans. It can be a means of entertainment, self-development, self-knowledge, a means of sports, recreation, a means of general physical development or social education. Sports games used for physical development are diverse, but still they can be differentiated into sports and active ones. Sports games are considered the highest level of outdoor games. But at the same time, they differ from outdoor games by uniform rules, the duration of the game, a certain composition of participants, the size and layout of the site, equipment and inventory, etc., which allows competitions at various levels. Competitions in sports games require more physical effort and volitional exertion from the participants.

In sports game activity, two very important factors are objectively combined: on the one hand, children receive aesthetic and moral satisfaction from this

competitive activity, expand the stock of knowledge about their environment, on the other hand, they are included in practical activities, get used to acting independently, and develop physically. As a result, all this contributes to the formation of personality. Thus, a sports game is one of the complex effective means of education aimed at comprehensive physical training, improving the character traits and functions of the playing body.

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The use of the sports-game method allows the teacher to safely develop both general physical and special training of children. Physical training is the foundation for the assimilation of any type of educational program. It promotes the rapid mastery of skills and abilities to firmly consolidate the educational material. According to various characteristics, physical training is divided into general and special. General physical training includes the development of the basic physical qualities of children: flexibility, speed, strength, agility and endurance.

The correct choice of means of general physical training for each physical culture lesson depends on the goals and tasks solved in the lesson, as well as the learning conditions. It is necessary to take into account the hygienic factor, that is, classes, if possible, should be carried out in the fresh air, in a stadium, an open sports ground. Good general physical fitness of the student and, as a consequence, his harmonious development associated with the strengthening of muscular feeling, represent the necessary foundation for further specialization in a particular sport.

Special physical training of children involves the development of personal and physical qualities necessary for a specific type of educational program. For example, the development of flexibility, joint mobility, speed of reaction during the game of football is carried out with active and passive influence [8,345]. To improve mobility in the joints, it is useful to adhere to the following provisions: systematically and systematically develop flexibility; use stretching exercises in a game or competition and perform them springy, in small series, with a gradual increase in amplitude and tempo; perform a complete warm-up of the body before starting the exercise; periodically alternate strength exercises with flexibility exercises, agility exercises with speed exercises [9,269].

## **CONCLUSION**

As a result of the study, it was revealed that many children like sports, but there is no systematicity of their activities. Given the fact that the development of a child is important not only physically, but also as a person, it would be just the way to get children interested in systematic sports. And the main role in this should be played by the interests of the parents, which influence the future of the child even in primary school age. To organize sports games, children should be taught how to handle football, volleyball and basketball. Exercises of this type are emotional and dynamic, contribute to the development of coordination abilities, strength, speed-strength qualities, speed, motor reactions, dexterity. Conducting such games requires the participants to be able to concentrate and switch attention, display resourcefulness, temporal, spatial, dynamic accuracy of movements and their biomechanical rationality. Sports games effectively affect the development of schoolchildren both psychological and pedagogical cognitive processes: thinking, attention, memory, perception, imagination, learning ability, and physiological: they improve breathing, metabolism, increase blood circulation, etc.

In the course of the search and implementation of innovative pedagogical technologies for organizing training sessions with student teachers, the attractiveness and significance of play activities for schoolchildren were identified.

Sports games allow solving a number of important current and strategic tasks in working with children: to satisfy their interests and needs for physical activity, to teach them to control their body, to stabilize feelings and emotions, to develop not only physical, but also mental, psychophysiological, mental qualities, creative abilities, moral priorities, etc.

The systematic use of sports games in physical education lessons, during extended breaks in schools, in extended day groups helps to optimize the motor regime, improve health, and increase mental performance. Sports games can rightfully be called a means of harmonious development and physical training of children.

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