



**THE EFFECT OF FOLK OUTDOOR GAMES TO IMPROVING ON ORIENTATION AND GROSS
MOTOR SKILLS OF SCHOOL CHILDRENS**

AHMEDOV ERKIN RAHMONOVICH

Jizzax Polytechnical Institute, 4 Karimov, Jizzax 130100, Uzbekistan

DEHQONOVA OHISTA KOSIMZHONOVNA

Fergana State University,

Murabbiylar-19, Fergana, Uzbekistan

Email: dehqonova86@bk.ru

ZOIKROV MAMAJON ZOKIROVICH

Jizzakh State Pedagogical University,

Sharof Rashidov, 4, Jizzakh 130100, Uzbekistan

Email: zokirov@gmail.com

***Correspondence:** Jizzax State Pedagogical University, 4 Sharof Rashidov, Jizzax
130100, Uzbekistan, E-mail: dehqonova86@bk.ru

Article details:

Published: 30th September 2024



Abstract

Abstract

The paper discusses the role of the effectiveness of folk outdoor games of various types, which make it possible to improve such qualities of school children's as dexterity, speed, strength, coordination, etc. The use of outdoor games involves not only the use of any specific means, but can be carried out

by including the methodological features of the game in any physical exercise. Motor activity, the satisfied need of the body for movement, is the most important condition for the normal development of a child and a necessary form of vital activity of a growing organism. The need for movement cannot be considered as an age-related function caused by corresponding changes in the body. It varies greatly depending on the characteristics of physical education, levels of motor readiness and living conditions of children. The development of motor skills, physical qualities, state of health, working capacity, successful assimilation of material in various subjects, and finally, the mood and longevity of a person largely depend on motor activity. The level of development of motor qualities is currently at a low level, which cannot be satisfied with modern requirements for physical education in a preschool institution. Therefore, the problem of education of motor qualities is very relevant and requires its further improvement.

Key words: *physical culture, national value, tradition, tradition, national sports,*

To cite this article :



Introduction

An analysis of the current state of the theory and practice of children's outdoor games and pedagogical observations of the play activities of primary school students revealed serious shortcomings in their organization and application methods. The observation showed that in the system of physical education of children of primary school age, folk outdoor games are extremely rarely used. The content of physical education classes rarely includes folk outdoor games that take into account regional, national conditions and traditions of cultural development. This is due to the underestimation by society and the individual of the value potential of folk outdoor games for the education and development of the personality of a junior schoolchild, the insufficient development of the theory and methodology of folk outdoor games and the lack of scientifically based pedagogical recommendations for their organization and use, taking into account regional conditions, national traditions, culture, customs peoples

Many folk outdoor games are included in the physical education program for primary school students as a basic component of preschool and primary education. Due to insufficient attention of teachers to folk outdoor games and underestimation of their educational and developmental potential, many of them began to be forgotten. The survey showed that more than 80% of the surveyed primary school teachers do not know the rules of folk outdoor games, have little knowledge of the skills of organizing children's play activities and extremely rarely use them in physical education lessons and in extracurricular hours. Many younger schoolchildren do not remember what outdoor games they played before entering primary school.

The study of historical and ethnographic material, archival manuscripts, collections of folk art and folk outdoor games indicate that folk outdoor games contain great educational opportunities for the formation and development of the child's personality, strengthening physical and mental health. However, in the physical education of primary schoolchildren to the present time, the educational and developmental potential of folk outdoor games is not properly used. This is explained by the insufficient professional and methodological preparedness of teachers in the field of theory and methods of using folk outdoor games. The study of the history of the formation and further development of the theory and practice of folk outdoor games showed that folk outdoor games at all times of human civilization and the development of society occupied an important place in the education of children and youth. Folk outdoor games with various movements and game tasks were used as a means of physical education and as a method of active recreation and entertainment.

Outdoor games, both as the main type of motor activity and as a means of physical and moral education, must be used in the system of physical education of primary schoolchildren. Outdoor games provide unique opportunities for the education and development of the personality of a primary school student. Folk outdoor games with a variety of movements, used in physical education lessons in primary schools, are effective means of physical and moral education. In outdoor games and play exercises, such physical and moral-volitional qualities as speed, dexterity, endurance, coordination of movements, courage, determination, willpower, perseverance, telemotivation, organization, responsibility, discipline, honesty, justice, friendship, and collectivism are more intensively developed, necessary for the life of a primary school student. This is the basis for recognizing outdoor games as one of the main means of physical and moral education of children of primary school age.

Researchers of gaming activity emphasize its unique opportunities for the development of mental abilities. It has been established that when creating a humane, personality-oriented, developmental environment for organizing and conducting outdoor games, their educational and developmental effect significantly increases, favorable prerequisites are created for the development of educational and cognitive activity (attention, memory, imagination, intelligence), the manifestation of motor activity and ensuring physical and mental health of the child. This indicates the great educational and developmental potential of outdoor games. Folk outdoor games that reflect national culture,



national traditions and customs of the people play an important role in the education and development of the personality of a junior schoolchild.

In the process of studying the gaming activities of children of primary school age, it was established that folk outdoor games have great educational and developmental potential. Folk outdoor games, which include various movements and types of gaming folklore, labor activities of people, elements of national culture, and dances, are of great educational importance for children of primary school age. The use of folk outdoor games in physical education lessons contributes to the development of knowledge about folk means of physical education, about the cultural traditions and customs of their people, which is very important for the preservation and further development of folk and national culture. The study revealed that the educational, developmental and health-improving effect of outdoor games classes in primary school depends on the correct pedagogical guidance of children's play activities. For the productive organization and conduct of outdoor games, the teacher must choose the right game task, taking into account the age and level of preparedness of the children. The selection and planning of outdoor games and relay races were carried out taking into account the age, individual characteristics, motor experience of children, their interests and abilities.

1.Features of children's motor activity

Physical activity, regular physical education and sports are a prerequisite for a healthy lifestyle. That is why this topic is relevant today. Motor activity also refers to the sum of motor activities performed by a person in the process of daily life; a person's motor activity is manifested in the functioning of the musculoskeletal system in the process of performing motor activities [1]. Among the most important pedagogical tasks facing education today is concern for the health, physical education and psychological, moral and physical development of students. General education school as a social environment where children spend a significant amount of time often creates psychological difficulties for them. The specifics of the modern educational process are determined both by the length of the school day and the oversaturation of homework, and by the structure of educational activities, quantity and quality, intensity and methods of obtaining information, the initial functional state and adaptability of the student, the nature of the emotional background and many other factors. The student has to adapt to the mental and physical influences exerted on him by the demands of the educational process. Thus, one of the urgent pedagogical tasks of an educational school is to present a favorable, moral, psychologically healthy educational environment for students based on the introduction of scientifically effective pedagogical technologies that contribute to adaptation and the creation of pedagogical conditions for self-development and creative realization of children and adolescents.

Maintaining optimal physical activity throughout the life of every citizen is a factor determining the health status of the population. The volume of physical activity is an individual value, formed under the influence of the genetic program and environmental influences. With all the variety of organizational forms and methods for optimizing motor behavior, it is necessary to ensure that the level and nature of motor activity corresponds to the age, gender, typological, and individual characteristics of the developing organism, its functional capabilities and state of physical health. The level of influence of external and internal factors on motor activity changes significantly with age. It is believed that in preschool age the volume of motor activity is determined mainly by biological factors, and at school age and in adults - mainly by social ones.

According to WHO, one of the characteristic features of the modern lifestyle is a reduction in the volume of physical activity in combination with neuropsychic overload, characteristic of both the adult and child population. According to national monitoring data, among students, more than 80% of girls and 66% of boys are characterized by low physical activity [2]. Research has shown that schoolchildren with reduced adaptive capabilities need a more individualized mode of physical activity than children with a satisfactory level of adaptation. In recent years, in research devoted to



finding ways of innovative development of the physical education system, much attention has been paid to the introduction of sports technologies into the practice of 5-6 grades - the sportization of school physical education in order to form a sports culture for students [3].

As experience in optimizing motor activity in the practice of physical education shows, it can be achieved by a variety of means, but in each individual case it should be based on the results of comprehensive medical and physiological studies that reveal the features of morphofunctional development, physical performance, and the tension of the mechanisms of children's adaptation to diverse environmental factors. . More expedient and scientifically sound is a person-oriented and maximally individualized approach to optimizing physical activity, which consists in ensuring its compliance with the age, gender, typological, individual characteristics of the developing body of children, its functionality and state of physical health.

Numerous studies show that when a child enters school, the general motor activity of a child drops many times over. As a result, children's vitality decreases and fatigue sets in faster. Physical education classes cannot sufficiently compensate for the lack of movement. Among the many problems that currently stand out is a set of issues related to the influence on the body of children of various modes of physical activity, new educational and physical education technologies. One of the conditions for the formation of the health of a particular schoolchild is his usual daily physical activity. Habitual daily motor activity is considered such motor activity, which is steadily manifested in the process of life. The level of habitual physical activity may not correspond to the body's biological need for physical activity and existing age-sex hygienic standards (harmonious physical development, increasing the functional state of the body's leading adaptive systems, maintaining and promoting health).

The hygienic norm of physical activity of schoolchildren is its scientifically based, quantitative parameters that correspond to the biological need of the body for motor activity and, being realized in everyday life, contribute to optimal physical development, preservation and strengthening of the health of schoolchildren. The hygienic norm of daily physical activity for each indicator represents a certain limit - from the minimum required value (lower limit) to the maximum allowable (upper limit). One of the features of modern society is the protracted reform of its social and production sphere, which profoundly and not always positively changes the whole style of life, work and life of a person, especially young students. Modern educational activity is characterized by an increase in the volume of information, on the one hand, and, at the same time, a low level of physical activity and the monotony of statistical working postures. In this regard, many specialists are making interesting attempts to resolve the issue of the need to balance increased loads in mental activity and optimal motor activity. The importance of physical activity in human life is confirmed by a number of specialists: physiologists, doctors, psychologists, teachers, etc. Physiologists consider physical activity to be an innate, vital human need. Satisfying the need for motor activity, in their opinion, is especially important in early and preschool age, when all the basic systems and functions of the body are formed.

Motor activity, according to their definition, can act as a preventative agent, when an active motor mode helps prevent various diseases, especially those associated with the cardiovascular, respiratory, and nervous systems. In addition, physical activity is widely used as an effective therapeutic and corrective remedy. According to psychologists, personality development is carried out through activity. The child's first ideas about the world, its objects and phenomena come through motor activity [4, 5]. The more varied the motor activity, the more information enters his brain, the more intense his mental development. The correspondence of indicators of development of basic motor activity to age norms is one of the evidence of the correct neuropsychic development of the child. Many teachers note that motor activity is an important means not only of development, but also of raising a child, contributing to the formation of him as an individual. The entire historical experience of the development of society shows that motor activity contains enormous opportunities for revealing a person's physical abilities. Motor activity has always been



the most important link in the adaptation of living organisms to the environment, and in the process of evolution it was formed as a biological need of humans along with the needs for food, water, self-preservation, and reproduction. Muscular work stimulates the functional activity of all organs and tissues, which is purposefully coordinated by the nervous system, causing corresponding changes in the activity of the body as a whole. Low physical activity, physical inactivity (lack of movement) negatively affects the functioning of the body's adaptive mechanisms in relation to physical and mental stress, changes in external living conditions and their consequences. Physical inactivity has a particularly adverse effect on the development of young and functioning of mature organisms.

Physical activity is an essential component of a healthy lifestyle and behavior in children and adolescents. It depends on the socio-economic living conditions of society, its value guidelines, the organization of physical education, the individual characteristics of higher nervous activity, the physique and functional capabilities of the growing organism, the limit of free time and the nature of its use, the availability of sports facilities and recreation areas for children and adolescents. Habitual activity is considered to be an activity that consistently manifests itself in the process of life. The level of habitual physical activity may not correspond to the biological need of the body for physical activity and existing age norms that contribute to the favorable development, preservation and strengthening of the health of children and adolescents. This discrepancy is often found in school-age children and leads to disharmonious development and health problems in children and adolescents. The level of habitual physical activity of children and adolescents is determined by biological and social factors. The leading biological factors that shape the body's need for movement are age and gender.

Average daily activity increases with age. In girls in the primary grades of general education schools, motor activity is practically no different from the same value in boys. However, with increasing age, differences in physical activity depending on gender become significant (less for girls). Physical activity is the lowest in children who do not engage in physical education and sports. It decreases especially sharply (up to 55%) with the start of school. Currently, in the Republic of Kazakhstan, no more than 8-12% of the population is involved in physical education and sports, while in economically developed countries of the world this figure reaches 50-60% [5]. The most acute problem that requires a prompt solution is the low physical fitness and physical development of students [6].

The actual volume of physical activity of students does not ensure the full development and strengthening of the health of the younger generation. The criteria for assessing children's motor activity are its duration and volume in conventional steps over 12 hours (locomotion). Low levels of volume and duration of physical activity should be considered as a risk factor for the health and development of the student. For health purposes, general education institutions must create conditions to satisfy the student's biological need for movement. This need can be realized through daily physical activity of students for at least 2 hours. This volume of physical activity consists of the participation of students in a set of daily activities at each institution: in the conduct of health-improving activities.



Table 1. The volume of physical activity of students

Classes	Every day, hour	Physical education lessons per week, one hour	Extracurricular activities per week, hour	Independent physical education classes, hour
1	2	2	1.10	10-15
2	2	2	1.30	15-20
3	2	2	1.30	15-20
4	2	2	1.30	15-20

A sedentary lifestyle leads to various ailments in adults (disorders of the musculoskeletal system, cardiovascular and respiratory systems, etc.); in children at an early age, signs of physical inactivity are practically not found. However, with age, deviations in the formation of the musculoskeletal system and, consequently, the most important autonomic systems can lead to serious disorders in the motor sphere and the function of internal organs. This is most often associated with a low level of physical activity during childhood. Age from 6 to 14 years is a period of active improvement of the muscular and skeletal system. The bones of children during prolonged stress and incorrect body positions during this age period are easily subject to change.

When calculating the weekly volumes of physical activity, we took into account morning exercises, physical education breaks in lessons, physical education lessons, visiting sections, independent exercise and sports, and walking.

According to the results of our study, the total volume of physical activity in boys averages 18.1 ± 6.3 hours per week. At the same time, the range of physical activity volumes is quite wide (from 1.9 to 60 hours per week). In girls, this volume is somewhat lower - on average 17.7 ± 5.6 hours per week, the range of individual fluctuations in the volume of physical activity is narrower (from 0.70 to 48 hours per week). There are clear age-related dynamics in the weekly volume of physical activity. From 7 to 9 years it decreases slightly. The next leap is recorded at 12 years of age. Then comes a period of monotonous, fairly pronounced growth. At the age of 15, the amount of time devoted to physical activity is noticeably reduced. The difference between the weekly volume of physical activity in children in primary school and the same indicator for children in secondary school is statistically significant for both boys and girls. The difference in the weekly volume of physical activity in middle school and high school is statistically significant only for girls.



Table 2. Age dynamics of the average amount of time spent on physical activity

Levels of training	Low activity		Average activity		High activity	
	Boy's	Girl's	Boy's	Girl's	Boy's	Girl's
Initial stage	38.0	31.8	28.2	37.5	27.4	22.0
Average stage	21.4	23.2	22.0	33.7	49.9	39.3
Senior stage	13.9	13.3	29.7	26.1	49.7	54.5

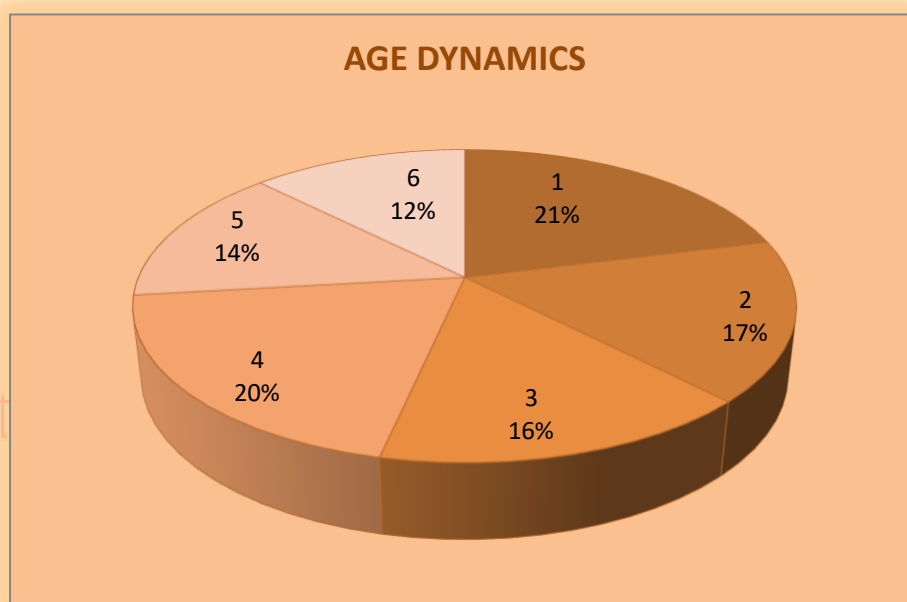


Figure 1. Age dynamics of the average amount of time spent on physical activity

Based on the theoretical calculations obtained, interesting and important trends should be noted. With age, the percentage of time spent on activities in sports sections decreases, mainly due to an increase in the time devoted to walks (especially walking). The proportion of time spent on independent sports activities increases slightly. Correlation analysis of the data obtained in the study allows us to identify the necessary options for students' motor activity.



Table 3. Age-related changes in the structure of students' physical activity (in % of time spent)

Training form/Levels of training	Lessons physical education	Classes sections	Morning charger	Physical education pauses	Walking
Initial step	12	24	2	1	54
Average step	10	16	2	2	63
Older step	10	12	2	1	68

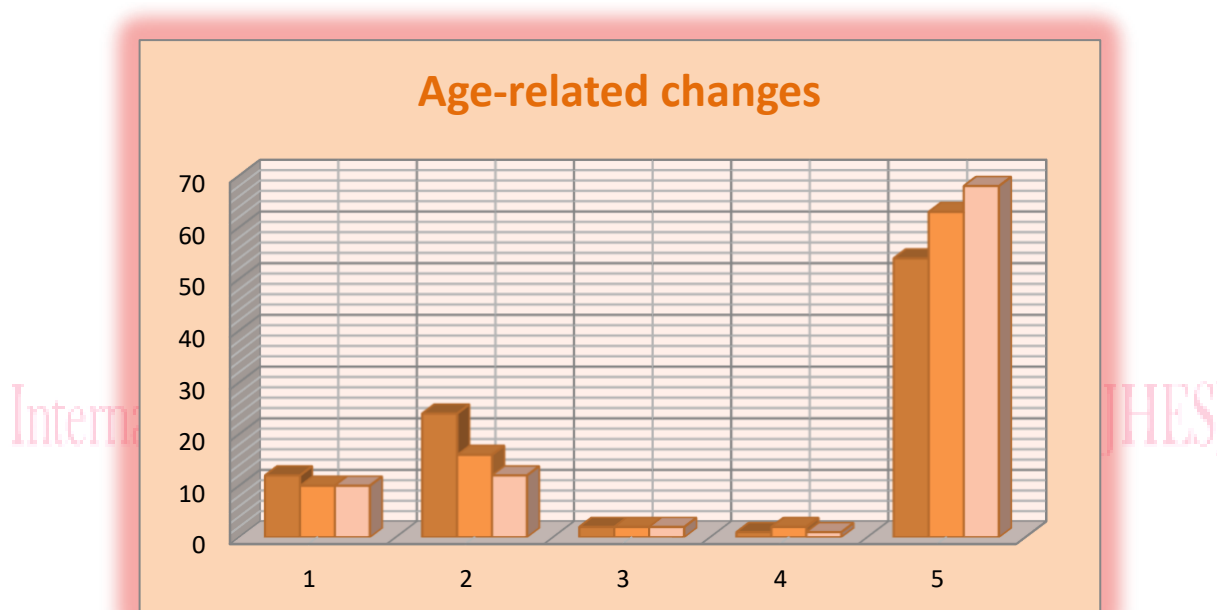


Figure 2. Age-related changes in the structure of students' physical activity (in % of time spent)

The dominant position in it is occupied by walking, which accounts for more than 60% of the weekly volume of physical activity. In second place are classes in sections (about 22% of the time), and third place is occupied by physical education lessons - 10% of the time of the weekly volume of physical activity. The structure of physical activity is quite stable in terms of age (Table 3). The organization of physical activity of students in general education institutions requires a scientifically based approach that takes into account the age characteristics of students, the state of their physical health, the capabilities of the general education institution for conducting recreational and sports activities, the distribution of the intensity and duration of physical activity during the day and week.



Table 4. Comparison of class activity in sections of students with high and low levels of physical activity

Type of activity/percentage of time allocated	Classes in sections	Average class time in sections
Low physical activity	34%	6.0 h/wk
High physical activity	66 %	12 hours / week

The age-related dynamics of weekly volumes of physical activity allows us to confirm a number of trends that negatively characterize the general situation. Children entering first grade are limited in meeting the need for physical activity. Apparently, this is due to the period of adaptation to new (educational) loads, and perhaps these loads are excessive. In grades 2-6, the time for active recreation increases, but in the absence of a targeted formation of a culture of health, the weekly volume of physical activity does not increase. Moreover, it was in primary school that the maximum percentage of students with extremely low and low levels of physical activity was recorded.

Early adolescence is characterized by an increase in physical activity. But, perhaps due to the lack of opportunities to fulfill one's physiological needs during classes in sections or at sports facilities, walking becomes the main movement during this period (66% of the weekly volume). From this it follows that it is necessary to actively develop a system of additional sports-oriented education. In other words, modern children need stadiums, swimming pools, and sports grounds where they can engage in physical exercise. In grades 8-9, weekly volumes of physical activity continue to grow. The percentage of boys with very high physical activity is initially low and almost doubles in high school compared to primary school. Moreover, the redistribution occurs due to a decrease in the percentage of students with extremely low and low physical activity. Almost 50% of middle and high school students spend 20 to 32 hours a week on physical activity. In 11th grade, the average weekly volume of physical activity decreases by almost 1 hour. Among girls, the percentage of those actively involved in sports is sharply declining.

The motor activity of children is significantly influenced by unfavorable climatic conditions and seasons. During the winter period, the least activity is observed in both boys and girls. The biological needs of schoolchildren for physical activity for health and educational purposes can be realized through daily physical activity. This volume is achieved with the participation of schoolchildren in a complex of school day activities, in particular during gymnastics before school hours, physical education minutes in lessons, games during recess, sports hour in extended day groups, physical education lessons, extracurricular sports activities, school-wide competitions and "health days.", independent physical education [6]. We can say that the required level of physical activity depends on the state of health, physical fitness and age of those involved. In all the studies of the above-mentioned authors, the main idea can be traced that in the field of culture, the forms of various types of personal creativity, which include folk games, physical exercises, and dances, are the most stable and traditional. It follows that these forms are stable because their roots go back centuries, and that they are associated with national specifics, reflecting the totality of those phenomena that surround the life of a particular people.

One of the effective levers for activating educational motor activity of students in physical education lessons and extracurricular sports activities is the competitive gaming method using folk outdoor games and physical exercises [6]. This is a method that eliminates coercion to learn, causes joy in children, and gradually, naturally achieves the comprehensive development of children, including the development of physical qualities and the intensification of motor activity. The game allows the teacher to better know his students, their character, habits, organizational abilities,



creative abilities, which helps him find ways to influence each of the children. Games play an exceptional role in the formation and strengthening of children's teams, because games always have elements of healthy rivalry and interesting competition. Gaming activity is directly related to the emergence and development of certain relationships between players; it facilitates children's communication and the establishment of contacts. Some children are sociable, others are withdrawn, but during the game it is possible to include all students in collective activities and help them take their proper place among their peers. The game itself is interesting in the process of actions, constantly changing game situations. You have to independently find a way out of unexpected situations, set a goal, interact with comrades, show dexterity and speed, endurance and strength. Just the idea of the upcoming game can evoke positive emotions. Among the variety of sports games, folk outdoor games have great potential. Folk outdoor games - a traditional means, is an integral part of emotional, artistic, physical education. Children, thanks to participation in this kind of games, develop a stable interest in the original culture of their country and countries of the world, creating an emotionally positive basis for the development of moral and patriotic qualities and properties. A characteristic feature of Uzbek folk outdoor games is motor activity in the content of the game (running, jumping, throwing, passing and catching the ball, resistance, etc.). This motor activity is motivated by the plot of the game. Players do not require special physical fitness, but well-developed players receive a certain advantage during the game. Folk outdoor games, which have a centuries-old history, have always been very effective and contributed to the development of a variety of motor skills and abilities necessary in all types of activities. The most important advantage of folk outdoor games is that in their totality they exhaust all types of natural human motor activity: walking, running, jumping, wrestling, climbing, throwing, throwing and catching, exercises with objects and, therefore, are the most universal and irreplaceable means of physical education of children. The games are based on physical exercises, during which the participants, unnoticed by themselves, master the necessary motor qualities: speed, strength, endurance, dexterity, flexibility [7-9].

Games are also of great importance for moral education. Pedagogically correctly organized play gives the child joy, functional pleasure from motor activity, a sense of camaraderie, friendship, mutual assistance and understanding, and success in achieving common gaming goals. The joy of creativity gives a unique feeling of uninhibitedness and freedom, self-confidence, self-esteem, which is so necessary in the upcoming life activities. The game helps to develop self-control, endurance, determination, leadership qualities, responsibility for actions taken; the game develops honesty, discipline, justice, children learn to act in a team and obey the general requirements. Since the game serves as a carrier of traditions and culture, it is the most important form of continuity between generations. It is difficult to overestimate the importance of folk games. Application during lessons and outside of class time is a necessary condition for an effective, interesting, ensuring high motor density of the lesson, organization of the educational process. Thus, folk outdoor games act as an effective means of promoting the development of physical qualities, maintaining and strengthening the health of schoolchildren. The rules of the games are determined by the participants themselves, depending on the conditions in which the games are played. The equipment used may also vary. So, Uzbek folk outdoor games represent a conscious initiative motor activity aimed at achieving a conditional goal established by the rules of the game, which is formed on the basis of Uzbek national traditions and customs, takes into account the original cultural, social and spiritual values of the

Thus, play is one of the most important means of physical education for schoolchildren. It promotes the physical, mental, moral and aesthetic development of the child. With the help of games, the comprehensive physical development of the child is ensured. Games develop the ability to correctly assess spatial and temporal relationships, quickly and correctly respond to the current situation in the frequently changing environment of the game. In addition, this is a very emotional game activity, which can create a very large physical load on the child, which must be taken



into account when organizing the educational process in physical education. The importance of games in developing physical qualities: speed, agility, strength, endurance, flexibility is also great. Games instill in children a sense of solidarity, camaraderie and responsibility for each other's actions. The rules of the game contribute to the development of conscious discipline, honesty, endurance, the ability to endure after some excitement, and to restrain one's selfish movements. During games, schoolchildren develop and improve various skills in basic movements. A quick change of scenery during the game teaches the child to use the movements known to him in accordance with a particular situation. All this has a positive effect on improving motor skills [10]. The child's motor activity in games involves various muscle groups, promotes diffuse load and prevents fatigue. According to many researchers, the effectiveness of games depends on the ability of the teacher to monitor the implementation and compliance with the rules. A competent choice of games and their skillful conduct improves the quality of the educational process.

3. The role of folk outdoor games to increase the physical activity of students

Human health is one of the most important values in life, the key to his well-being and longevity [11-14]. A healthy lifestyle is the process of a person's compliance with relevant norms, rules and restrictions in everyday life, which contributes to the preservation of health, optimal adaptation of the human body to the conditions of its environment, and a high level of performance in educational and selected professional activities [15]. Health is the first and most important need of a person, determining his ability to perform highly productive work and ensuring the comprehensive development of the individual. Therefore, physical activity plays a significant role in human life, because movement is life [16]. Movement is a natural need of the human body. It forms the structure and functions of the human body, stimulates the metabolism and energy in the body, improves the activity of the heart and breathing, as well as the functions of some other organs that play an important role in a person's adaptation to constantly changing environmental conditions. Greater motor mobility of children and adolescents has a beneficial effect on their brain, promoting the development of mental activity.

A more effective direction in solving such problems is to improve the physical education of students in secondary schools by forming in them educational, educational and health-improving orientations towards physical culture and sports, as an inseparable part of a comprehensively developed younger generation. Unfortunately, in the practice of working with secondary school students, the emphasis is mainly on their physical training, which is manifested in achieving high sports results. School teachers of physical culture and parents often fail to form a vital orientation towards a healthy lifestyle, systematic physical education and sports, including classes in Uzbek national sports, games and physical exercises. As practice shows, for a significant part of students, motor fitness remains at a low level due to insufficient motor activity. A healthy lifestyle, systematic physical education and sports do not become a vital personal and socially significant value for them.

Despite the efforts made, the problems of using Uzbek national outdoor games as a means of physical education with students have not received the necessary scale in the educational process. Despite the fact that all teachers and specialists in the field of physical education recognize the importance of using folk outdoor games and physical exercises to solve the problems of physical education for students in grades 5-6, in practice these opportunities are not fully realized. This situation requires careful analysis. The above facts indicate that it is necessary to look for rational ways to improve the physical education of schoolchildren. To increase physical development, motor activity, and the level of theoretical knowledge in physical education, the effective use of folk outdoor games and physical exercises can play a big role. In the process of studying work experience in this area, it became clear that the implementation of official guidelines for the effective use of elements of national cultures to solve the problems of physical education of schoolchildren in our country does not meet the requirements.



In this regard, it is very important to study the education of motor qualities and activity of school-age children based on the use of folk outdoor games, taking into account their individual characteristics, since it is at this age that all functional systems of the body are more plastic and have significant reserve capabilities. When classifying folk outdoor games, some authors proceeded from what aids are used in the game, what motor activity is performed, others relied on the ways of organizing children in games and the nature of motor tasks, others took as a basis the content of the games, the degree of activity of children in them, and divided the games by season.

Uzbek folk outdoor games and physical exercises are directly related to the history of the people, to the conditions of their life, and reflect their past and present. These, of course, include such norms, traditions, customs and established social orders, closely related to physical activity, determined by the practical needs of people in the process of producing material goods, as well as the natural desire for physical activity. The Uzbek people, like other peoples, over the course of many years have developed their own means, forms and methods of labor, moral, physical education, traditions and customs, which reflect the originality of the comprehensive development of the younger generation. Uzbek national physical culture was formed under the influence of the need for full physical preparation of the entire population for highly productive work and protection of its younger generation. Everything that could not but affect the development of national sports, folk outdoor games and physical exercises. It should be borne in mind that folk outdoor games and physical exercises, being pedagogical education, act in close interaction with many aspects of physical development, physical fitness and motor activity, and therefore bear the properties and qualities corresponding to them. As a result of such interactions, folk outdoor games and physical exercises acquire a number of additional capabilities.

The fundamental significance of studying the effectiveness of Uzbek folk outdoor games lies in the fact that it is these means of physical education that constitute the objective content of the entire diversity of the educational process, they are reflected in the system and nature of those specific practical tasks that are solved in a variety of forms of physical education classes. A balanced attitude towards folk outdoor games and the provision of wider opportunities for self-realization of students makes it possible to increase the level of motor activity through their systematic use. With a problematic approach to analyzing the results of using folk outdoor games and increasing physical activity, all pedagogical techniques and methods should be used in a wide variety of combinations. The current state of physical health, physical fitness, motor readiness and physical activity do not allow students in grades 5-6 to master as much as possible the whole variety of the educational process in terms of physical fitness. The educational program mainly consists of internationally recognized types of physical exercise. Uzbek national sports, folk outdoor games and physical exercises are used extremely rarely. As a result, there is an urgent need to improve the methodology for using Uzbek folk outdoor games to increase the motor activity of students through selection, the creation of organizational and pedagogical conditions, and the use of effective (originally established) means of physical education.

4. Organizational and pedagogical conditions for the use of folk outdoor games to increase the physical activity of students

Folk games, which have a centuries-old history, have always been very effective, as they contributed to the development of a variety of motor skills and abilities necessary in all types of motor activity. The most important advantage of games is that in their totality they exhaust all types of natural human movements: walking, running, jumping, wrestling, climbing, throwing, throwing and catching, exercises with objects and, therefore, are the most universal and indispensable means of physical education children. The games are based on physical exercises, during which the participants, unnoticed by themselves, master the basic motor qualities: speed, strength, endurance, dexterity, flexibility. Folk outdoor games are also of great importance for versatile education. Pedagogically correctly organized play gives the child joy, emotional pleasure from movement, a sense of camaraderie, friendship, mutual



assistance and understanding, and success in achieving common gaming goals. The joy of creativity gives a unique feeling of uninhibitedness and freedom, self-confidence, self-esteem, which is so necessary in the future life.. The game helps to develop self-control, endurance, determination, leadership qualities, responsibility for actions taken; the game develops honesty, discipline, justice, children learn to act in a team and obey common requirements.

The main objectives of physical education are: promoting health, promoting physical development, teaching the necessary motor skills, nurturing the physical and moral qualities of students. The game corresponds to the solution of these problems, acting as a means and method of physical education. The game is an effective means of mastering such areas as athletics, skiing, swimming, and sports games. The use of folk games in physical education lessons allows one to increase the level of physical fitness of students. It is difficult to overestimate the importance of folk games. The use of folk outdoor games in the educational process is a necessary condition for organizing the educational process in an effective, interesting lesson that ensures high motor density. The role of games in the system of physical and sports education is enormous. Games accompany a person throughout his life. Folk outdoor games not only improve health and develop the body, but are also a means of cultural and moral education and introducing a person to society. Thus, folk outdoor games act as an effective means of promoting the development of physical qualities and maintaining the health of schoolchildren. With the help of the same games you can cultivate different moral and physical qualities.

The leading principle in learning is the principle of consciousness and activity. The purpose of which is to form in students a deeply meaningful attitude, sustainable interest and needs for physical activity, as well as to encourage them to be optimally active. When conducting the game, the leader must explain to the children its content and objectives, as well as the rules of behavior. Conscious behavior of the players makes it possible to improve the game and creatively enrich it; At the same time, the interest of the participants increases significantly, and the educational impact of the game increases. It is necessary to teach children to be conscious of their actions and actions in the game, teach them to understand their own successes and mistakes, and analyze the behavior and actions of their comrades.

Games in which students show independence, creative activity and initiative contribute to the education of active, enterprising people. Activity increases if the game is well mastered. It is very useful to repeat games, in which the behavior of the students becomes more conscious, their motor skills improve, students become more active in the game, complicate the rules, and create new options (together with the teacher or under his control). Children's activity in play should be used to develop organizational skills. The teacher should teach children to play independently, assigning them leadership roles, involving them in marking the court and refereeing. Gradually they are given more independence in judging. During the game, the teacher tactfully helps the referee and guides the behavior of the players. Play activities should be guided by teachers or parents, but in such a way that children do not feel pressure from adults.

Carefully analyzing what has been said about the principles of physical education, it is not difficult to see that their content is closely related to the point of partial overlap. This is not surprising. After all, they all reflect individual aspects and patterns of the same process, which is essentially one and only conditionally can be represented in the aspect of individual principles. It follows that none of these principles can be fully realized if the others are ignored. Only on the basis of the unity of principles is the greatest effectiveness of each of them achieved [10]. Folk outdoor games as a means and method of physical education are widely used in school during lessons and in extracurricular activities.

In accordance with school physical education programs, folk outdoor games are held in lessons in grades 5-7. They are combined with gymnastics, athletics, sports games, and ski training. Folk games in physical education lessons are used to solve educational, educational and health-improving tasks in accordance with the requirements of the



educational program. Educational objectives include: improving and consolidating skills in running, jumping, throwing, as well as skills acquired in gymnastics, athletics, sports games and skiing. Educational tasks include the development of physical (speed, dexterity, strength, accuracy, endurance) and moral and volitional qualities (courage, honesty, courage, etc.).

Health-improving tasks include promoting the normal formation and development of students' bodies and strengthening their health. Educational, educational and health-improving tasks are closely interconnected. When setting goals, it is necessary to take into account different aspects of the educational process. Thus, while playing an active game to improve running and dodging, children at the same time need to develop courage, intelligence, and self-confidence.

When choosing games for a lesson, you need to take into account: the task of the lesson, educational material, types of motor activity included in the game, the physiological load of the game, and working conditions. It is necessary to determine the place of the game among other means of physical education and in the lesson to establish methodologically correct continuity between them. This will contribute to a better resolution of the assigned tasks, increase the motor density of the lesson and allow the exercises to be dosed correctly. The methodology for conducting folk outdoor games in physical education lessons is specific due to their short duration and the need to maintain the appropriate density of the lesson.

With the rational use of time and the selection of the correct methodology for conducting games, the required density of the lesson is achieved. It is necessary to ensure that all participants in the game receive approximately the same physical and emotional stress. In this regard, we must strive to create equal conditions for the active participation in the game of all those involved.

Games in the classroom should have a healing effect on students. Therefore, it is best to conduct them on the site. If the games are held indoors, then it is necessary to create favorable hygienic conditions. Children assigned by a doctor to the main group can participate in all folk outdoor games proposed in the physical education educational program for their class. Children included in a special group must be limited in physical activity, regardless of their desire to be an active participant in games. They can be assigned roles that do not require much mobility, or the playing time can be shortened without hurting their pride; they can be recruited as assistant referees, score counters, etc. At the same time, weakened children should be involved in games that are feasible for them in order to improve their health. Physical education lessons using folk and sports games are based on the use of game and competitive teaching methods.

The gaming method, due to all its inherent features, evokes a deep emotional response and makes it possible to fully satisfy the motor needs of those involved. Thus, it contributes to the creation of a positive emotional background in the classroom and the emergence of a feeling of satisfaction, which in turn creates a positive attitude of children towards physical exercise. The competitive method has the same ability to create a positive emotional background and a positive attitude towards physical exercise in the same way as the game method. The competitive method in the process of physical education is used both in relatively elementary forms and in expanded form. In the first case, we are talking about it as a subordinate element of the general organization of the lesson, in the second - about an independent relative form of organization of the lesson. The main defining feature of the competitive method is the comparison of forces in conditions of orderly competition, the struggle for primacy or possibly high achievement. The factor of rivalry in the process of competition, as well as the conditions of organization and conduct, create a special emotional and physiological background, which enhances the impact of physical exercise and can contribute to the maximum manifestation of the emotional capabilities of the body. The competitive method is also characterized by the presence of rules for conducting competitions, which helps to avoid negative emotions when summing up the



results. Due to the above-mentioned features, when properly organized, the competitive method promotes the manifestation of positive emotions and makes it possible to fully realize the motor needs of those involved, which creates their satisfaction with these activities. Thus, Uzbek folk outdoor games represent a conscious initiative activity aimed at achieving a conditional goal established by the rules of the game, which is formed on the basis of Uzbek national traditions and customs, takes into account the cultural, social and spiritual values of the Uzbek people in the physical education aspect of the activity. The use of Uzbek folk outdoor games in the educational process requires their special selection to solve various pedagogical problems. For this purpose, working groups of games that are similar in certain characteristics are created.

5. Contents of the methodology to increase of physical activity of students through Uzbek folk games

Child's motor activity is inherent in genes and is associated with a fundamental property of living things - biological adaptation to living conditions and habitat. The physical activity is a necessary condition for a healthy lifestyle. A person is born with the need to move. Physical activity is as necessary for a person as the need for breathing, water, and food. The ability to carry out motor activity is the most important property of the human body. This property underlies vital actions, including work activity, and is also the end result of mental manifestations. During evolutionary development, physical exercises have become a function of motor activity, subordinating the vital activity of other organs and systems of the whole organism, which now reacts very sensitively both to a decrease in motor activity and to heavy, overwhelming physical activity.

It should be noted that the optimal volume of physical activity has both minimum and maximum limits, the lack or excess of which negatively affects the child's health. The limits of the optimal volume of physical activity are relative and dynamic. We began working on the problem of using folk outdoor games to enhance the physical activity of schoolchildren by searching for the most rational methods for organizing a physical education lesson.

The study of folk outdoor games attracted the attention of such branches of knowledge as history, ethnography, anthropology, ethnopedagogy, ethnopsychology, theory and methods of physical education. At the earliest stage of development of human culture, play takes on the character of the original form of physical improvement of a person - labor. It helps the comprehensive physical, mental and mental development of people, especially the younger generation [17]. Folk outdoor games bring up moral and strong-willed qualities, the desire to win, help to overcome difficulties, and exercises and games develop speed-strength qualities, speed endurance, strengthen the cardiovascular system, develop the musculoskeletal system, harmoniously develop all muscle groups, especially in adolescence, when there is a turning point in the development of the child's motor function. Uzbek folk outdoor games for children are valuable from a pedagogical point of view, they have a great influence on the education of the mind, character, will, develop the moral feelings of the child, strengthen, promote hardening, as well as the prevention of diseases. Folk outdoor games are available for children of all ages. They can be successfully used when planning the regional component and in the educational program. Including games helps to enliven and diversify the lesson. A specially selected set of folk games allows you to quickly teach the basics of any sports game, as well as general physical training.

Achieving positive results in physical education of students became possible due to increased motivation, the growth of children's heightened feelings for physical education, in our opinion, and due to the introduction of a national-regional component into the teaching of the subject.

The inclusion of a national-regional component in the teaching of physical education in secondary schools will make it possible to more successfully solve the problems of teaching students the vital knowledge and skills necessary to adapt to the national socio-cultural environment. So, folk games in combination with other elements of a physical



education lesson represent the basis for the formation of a comprehensively developed personality, combining spiritual wealth and physical perfection, which subsequently contributes to the achievement of high sports performance [18].

6. Stages of research. The study was carried out during the 2018-2022 academic years and consisted of three interconnected stages.

At the first stage (2018-2019 academic year), the theoretical and pedagogical prerequisites for the research were studied, the scientific apparatus of the research was determined, the educational potential of Uzbek folk outdoor games in increasing the physical activity of students was identified and analyzed.

At the second stage (2019-2020 academic year), pedagogical problems and the conditions for increasing the physical activity of students in the educational process were identified, and a program of formative pedagogical experiment was developed.

The third stage (2021-2022 academic year) is associated with the direct implementation of experimental work. The efforts made were aimed at studying and using Uzbek folk games in increasing the physical activity of students in grades 5-6. The provisions of an experimental program to increase physical activity based on the use of Uzbek folk outdoor games have been developed and implemented. At the end of the research, a theoretical and pedagogical generalization of the research results was carried out and scientific and pedagogical recommendations were developed to increase the motor activity of students in the educational process of physical education. At the preliminary stage, through a theoretical analysis of psychological, pedagogical, methodological and special literature, the relevance of using Uzbek folk outdoor games to increase the physical activity of students was determined. Physical fitness programs for students in Uzbek and foreign schools were studied, educational, methodological and ethnographic literature on physical fitness and folk outdoor games were studied. By observing the state and process of teaching physical education in secondary educational institutions, the content and methods of increasing the physical activity of students through Uzbek folk outdoor games were highlighted. During the ascertaining stage of the pedagogical experiment, research methods such as questionnaires and interviews with specialists and teachers were used. To select the training content, an analysis of scientific and educational publications and existing educational programs was carried out. Data processing methods are presented by quantitative methods and methods of qualitative analysis when describing the progress of experimental work.

Folk outdoor games are a source of joyful emotions that have great educational power. During folk outdoor games, correct posture and the ability to perform motor activities are formed consciously, gracefully, quickly, and deftly.

The purpose of the experiment was to substantiate the increase in physical activity of students through the use of Uzbek folk outdoor games. Experiment objectives:

1. Test the methodology and justify the classification of folk outdoor games.
2. To generate interest among middle schoolchildren and the need to use folk outdoor games to increase physical activity.
3. Determine the conditions in a secondary school for conducting folk outdoor games.
4. Organize interaction with families of schoolchildren.

The study identified three stages: ascertaining, formative, and control. Having examined the health cards of the experimental group (hereinafter referred to as EG) of schoolchildren No. 18 of secondary school in Jizzakh. The physical qualities of schoolchildren were measured: agility, speed, strength, flexibility, endurance. This diagnosis showed that children's physical qualities are not sufficiently developed.

Folk outdoor games were held during walks, and low-mobility games were played in the classroom. Individual work was carried out with schoolchildren who needed additional classes. Parents were given the following recommendations: read more fairy tales from different nations of the world to their children, play more often with their children at home, in the fresh air. Game



tasks based on folk outdoor games contribute to the development of cognitive abilities: intelligence, attention, imagination, memory, thinking. This indicates the great educational and developmental potential of folk outdoor games used in the physical education of middle school students. During the research, it was established that Uzbek folk outdoor games have enormous educational and developmental potential. Uzbek folk outdoor games, as the main type of motor activity and as an element of spiritual and moral culture, have a multifaceted impact on the education and development of the personality of a primary school student. They are the most important means of physical and moral education, an effective method of providing active recreation and part of leisure time.

Uzbek folk outdoor games include not only the main types of motor activity: running, walking, jumping, throwing, climbing, but also varieties of gaming folklore, various work and everyday activities of people, elements of national culture, dances, songs, reflecting the traditions and customs of the Uzbek people. The study revealed that Uzbek folk outdoor games have great opportunities not only for the development of motor abilities, education of physical and moral-volitional qualities, but also for the formation of a culture of interethnic communication. Children of different nationalities, participating in folk games and relay races, share their impressions, communicate with each other, complete game tasks and make joint efforts to achieve the goal of the game. This promotes rapprochement, interpenetration of national cultures and the formation of a culture of interethnic communication among students of different nationalities studying in an Uzbek school. In this aspect, Uzbek folk outdoor games manifest themselves as an effective means of physical training and physical activity. Purposeful, methodologically well-structured management of folk outdoor games significantly improves and activates the activities of students. At the same time, it draws attention to the fact that this educational process should be built taking into account gender, age, individual characteristics, health status, physical development, physical fitness, physical activity and some other factors.

During the research process, we made a selection of folk games. All games selected for the pedagogical experiment provided for the development of motor skills and also contributed to the formation of children's social activity. At the ascertaining stage of the experiment, we used a methodology to determine the level of development of physical qualities and motor activity of children according to the following parameters: assessment of endurance, assessment of physical performance, assessment of speed, assessment of dexterity and flexibility. The dynamics of physical development are determined by comparing the indicators of students' motor qualities at the beginning of the year and at the end of the school year. As a result of the diagnostics, we determined the following levels of physical fitness of students:

Table 4. Levels of students' motor abilities(at the initial stage of the experiment) (%)

Levels	Experimental Group (EG)	Control Group (CG)
High (B)	6	8
Medium (C)	58	56
Low (H)	36	36

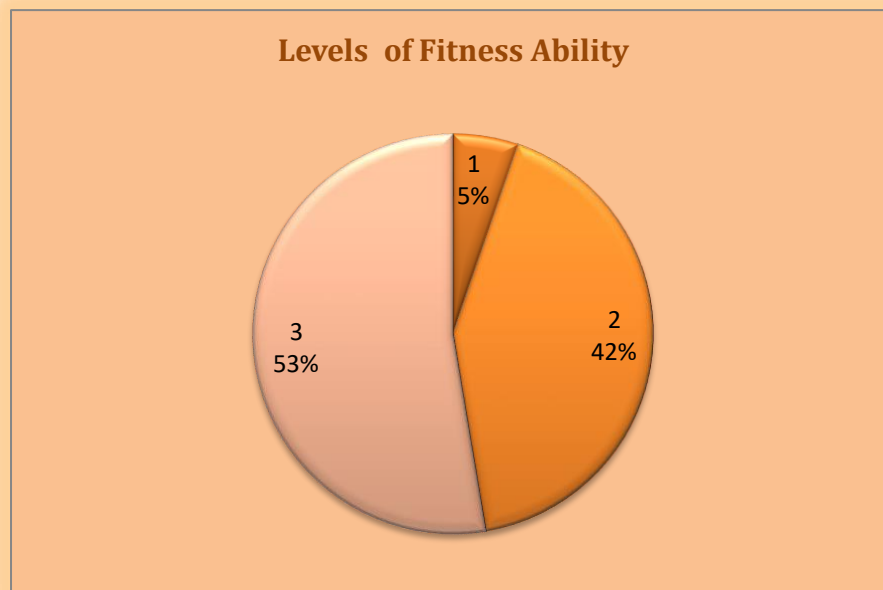


Figure 3. Levels of fitness abilities of students

International Journal of Health, Education and Social (IJHES)

The data obtained at the first stage of the experimental study showed an insufficient level of motor abilities of schoolchildren in both the control and experimental groups. At the second stage, a complex of folk games was developed and tested for the development of children's physical activity. The study involved classes with an equal number of children - 20 children in each class. Based on the results of this study, conclusions were drawn indicating that students in the experimental group and the control group had almost the same level of physical development. The final stage of the study (this is a control experiment), which was aimed at testing the effectiveness of our proposed methodology for using folk games in the comprehensive development of physical qualities in children of primary school age [18]. A thoughtful combination, correct selection of games, as well as competent alternation of games with different contents is a condition for increasing the physical qualities of primary schoolchildren. Thus, the main form of increasing motor activity and developing the physical qualities of children is the use of folk games in physical education lessons. Analysis of the dynamics of indicators of physical fitness of schoolchildren provides the basis for conclusions about the positive impact of folk games on the physical development of children.

This indicates the great educational and developmental potential of folk outdoor games used in the physical education of middle school students. During the research, it was established that Uzbek folk outdoor games have enormous educational and developmental potential. Uzbek folk outdoor games, as the main type of motor activity and as an element of spiritual and moral culture, have a multifaceted impact on the education and development of the personality



of a primary school student. They are the most important means of physical and moral education, an effective method of providing active recreation and part of leisure time.

5. Program of folk outdoor games for students

Outdoor games are a natural companion in a child's life, a source of joy and emotional development, which has great educational power. We studied more than 350 different folk outdoor games and selected the most striking and interesting games. Since the task was to develop children's communication competencies, much attention was paid to games that were built on close interaction between children. According to the elementary school program, children study drill exercises for better organization and placement during physical education lessons. This program material requires high organization of children and a large number of repetitions of the same type of exercises. The program provides a game form of drill exercises. To do this, we suggest using sound and visual commands, "hall points". Each game has educational opportunities. We propose the following classification of folk outdoor games in accordance with the tasks of socialization of schoolchildren in physical education lessons (Table 5).

Table 5. Classification of outdoor games aimed at developing personal

Qualities	Games and game exercises
Education of motivation for physical education	The whole arsenal of outdoor games "Mergan", "Day and Night", "Alchiki", "Around the peg", "Olepna" etc. are
Formation of moral and volitional character traits	"Kuvlashmachok", "Defenders", "Horse polo", . "Jumping", "Passing the ball", "Dog" etc. are used.
Development intellectual and creative abilities:	"The sea is worried", "Forbidden movement", "mirror" , "Homeless rabbit", "Planting cards", "Collecting less" etc.
The development of "social confidence" of physical qualities the rhythm of	"Collecting less", "Turning the ball", "Shoot", "Drop the ball", "Jump over hurdles", Talks with rubber circles", "Runners and jumpers" "Offensive" "Dodging catch-
Education of active and conscious behavior of students in a team:	"Shootout", "challenge", "Running with tasks" , "Bilyasha" , "Bodyguard", "Magic balls" "Brook", "Cockfight" and

Summarizing the results of my teaching experience, we can draw the following conclusions: the constant use of outdoor games in educational activities increases overall physical fitness and has



a positive effect on the development of motor qualities: speed, agility, strength, endurance. Children develop the habit of a healthy lifestyle; outdoor games develop creativity, imagination, attention, foster mutual understanding, initiative, independence of action, discipline; games, being a universal means of pedagogy, help to assimilate the richness of the culture of peoples; the use of outdoor games leads to increased efficiency of physical education, sports, and educational work.

Conclusion

Uzbek folk outdoor games include not only the main types of motor activity: running, walking, jumping, throwing, climbing, but also varieties of gaming folklore, various work and everyday activities of people, elements of national culture, dances, songs, reflecting the traditions and customs of the Uzbek people. The study revealed that Uzbek folk outdoor games have great opportunities not only for the development of motor abilities, education of physical and moral-volitional qualities, but also for the formation of a culture of interethnic communication. Children of different nationalities, participating in folk games and relay races, share their impressions, communicate with each other, complete game tasks and make joint efforts to achieve the goal of the game. This promotes rapprochement, interpenetration of national cultures and the formation of a culture of interethnic communication among students of different nationalities studying in an Uzbek school. In this aspect, Uzbek folk outdoor games manifest themselves as an effective means of physical training and physical activity. Purposeful, methodologically well-structured management of folk outdoor games significantly improves and activates the activities of students. At the same time, it draws attention to the fact that this educational process should be built taking into account gender, age, individual characteristics, health status, physical development, physical fitness, physical activity and some other factors.

References

1. Eigenschenk, B., Thomann, A., McClure, M., Davies, L., Gregory, M., Dettweiler, U., & Inglés, E. (2019). Benefits of outdoor sports for society. A systematic literature review and reflections on evidence. *International Journal of Environmental Research and Public Health*, 16(6), 1-21. <https://doi.org/10.3390/ijerph16060937>
2. Pasek, M., Bendíková, E., Kuska, M., Żukowska, H., Drózd, R., Olszewski-Strzyżowski, DJSzark-Eckardt, M. (2022). Environmental knowledge of participants' outdoor and indoor education physical lessons as an example of implementing sustainable development strategies. *Sustainability*, 14(1), 1-17. <https://doi.org/10.3390/su14010544>
3. Gray R, Gray T. (1993). Integrating Outdoor Education into the School Curriculum – A Case Study. *Journal of the International Council for Health Physical Education and Recreation*. 4, 6–11.
4. Charles MAG, Abdullah MR, Musa RM, Kosni NA. (2017). The effectiveness of traditional games intervention program in the improvement of form one school-age children's motor skills related performance components. *Journal of Physical Education and Sport*, 17, 925–30. <https://doi.org/10.7752/jpes.2017.s3141>
5. Waite, S. (2011). Teaching and learning outside the classroom: personal values, alternative pedagogies and standards. *Education*, 313(391), 65-82.
6. Ali SKS, Ranjbar Z. (2018). The effect of traditional games intervention on overweight among secondary school students in Iran. *Advanced Science Letters*. 24(7), 5434–7. <https://doi.org/10.1166/asl.2018.11751>
7. Valentine G, McKendrick J. (1997). Children's outdoor play: Exploring parental concerns about children's safety and the changing nature of childhood. *Geoforum*. 28(2), 219–35. [https://doi.org/10.1016/S0016-7185\(97\)00010-9](https://doi.org/10.1016/S0016-7185(97)00010-9)



8. Trajkovik V, Malinovski T, Vasileva-Stojanovska T, Vasileva M. (2018). Traditional games in school: Relationships of student's personality traits, elementary motivation and experience with learning outcomes. PloS One. 13(8), 232-238.
<https://doi.org/10.1371/journal.pone.0202172>
9. Rothlein L, Einspruch E, Goldberg S. (1988). A study of traditional circle games played in public school kindergartens across the United States. International Journal of Early Childhood. 20(2),55-66.
<https://doi.org/10.1007/BF03174563>
- 10. Bremer, E., Balogh, R., & Lloyd, M. (2015) . Effectiveness of a fundamental motor skill intervention for 4-year-old children with autism spectrum disorder: A study pilot. Autism, 19(8), 980-991. <https://doi.org/10.1177/1362361314557>**
- 11. Fisher, A., Reilly, J. J., Kelly, L. A., Montgomery, C., Williamson, A., Paton, J. Y., & Grant, S. (2005). Fundamental movement skills and habitual physical activity in young children. Medicine & Science in Sports & Exercise, 37(4), 684-88.**
- 12. Goodway, J. D. & Branta, C. F. (2003). Influence of a Motor Skill Intervention on Fundamental Motor Skill Development in Disadvantaged Preschool Children, Research Quarterly for Exercise and Sport, 74(1), 36-46.<https://doi.org/10.1080/02701367.2003.10609062>**
13. Dehqonova OQ, Taylanov NA (2021) The mathematical concepts in practical trainings on physics at secondary schools, Journal of Physics and Technology Education. 4(4), 67-73.
14. Taylanov N.A. (2022). The study of environmental protection in secondary schools, Journal of Physics and Technology Education. 6(2), 34-39.
15. Taylanov NA (2022) "Physics learning for non-physical specialists in high school system," Mental Enlightenment Scientific-Methodological Journal: 5(1), 22-28.
- 16. Logan, S. W., Robinson, L. E., Rudisill, M. E., Wadsworth, D. D., & Morera, M. (2014). The comparison of school-age children's performance on two motor assessments: The test of gross motor development and the movement assessment battery for children. Physical Education and Sport Pedagogy, 19(1), 48-59. <https://doi.org/10.1080/17408989.2012.726979>**
- 17. Robinson, L., Palmer, K., & Meehan, S. (2017). Dose-response relationship: The effect of motor skill intervention duration on motor performance. Journal of Motor Learning and Development, 5(2), 280-290.<https://doi.org/10.1123/jmld.2016-0004>**
- 18. Jaydari, M., Rouzbahani, M., & Hasanvand, R. (2016). The effect of traditional games the development of transfer and manipulation motor skills in boys with mental retardation. International Journal of Physical Education, Sports and Health, 3(6), 134-136.**
- 19. Jones, R., Okely, A., Hinkley, T., Batterham, M., & Burke, C. (2016). Promoting gross motor skills and physical activity in childcare: A translational randomized controlled trial. Journal of Science and Medicine in Sport, 19(9), 744-749. <https://doi.org/10.1016/j.jsams.2015.10.006>**