



## CLASSIFICATION OF MOVEMENT GAMES FOR PRIMARY SCHOOL AGE AND PRIMARY ADOLESCENTS

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**Annotation:** The article classifies active games intended for primary school and younger adolescents. The practice of educating the younger generation in our country testifies to the fact that games are one of the most important means of forming high moral and physical qualities in children and adolescents. It plays a particularly important role in the physical education of school-age children, as it contributes to the preservation and strengthening of health, the normalization of physical development, and the comprehensive improvement of motor skills.

**Keywords:** adolescents, players, leader, leader, physical activity, educational, nurturing, ball, rope, health improvement, active games, child's body, age characteristics, physiology, cardiovascular system.

### Classification of active games for young schoolchildren

Children aged 7-10 (students of grades 1-4) have not yet mastered all natural movements (walking, running, jumping, throwing), therefore active games should occupy a large place in them, connected with natural movements.

It should be remembered that at this age, the acquisition of knowledge and skills involuntarily proceeds more effectively.

In addition, it is necessary to take into account the physiological and psychological characteristics of children of this age. They are more prone to the effects of the diverse surrounding environment, the body, and fatigue. This is due to the fact that in children of this age, the development of the heart, lungs, and vascular system is delayed, and the muscles are still loose, especially the abdominal muscles.

Also, the strength of the supporting apparatus is not very good, therefore, the possibility of its damage is high (weakness of muscles, increased joint stretching increases the possibility of postural disorders).

Active games with running and jumping should be short in duration, and rest should be accompanied by frequent repetitions. At the same time, children of this age are very fond of jumping games (on rope, from hill to hill, etc.).

The most convenient games for children of this age are running games, for example, "Skilled Children," "The Wolf in the Ditch," "Two Jacks," where children have a chance to rest after a short run, or games in which players take turns participating in the movement, for example, "Everyone to their flag," "The Homeless Rabbit," "Empty Space."

Considering that muscles and joints are still insufficiently developed in children of this age, games with great exertion should not be given.

At this stage, it is difficult for children to distinguish individual movements and precisely control their individual parameters. Children get tired quickly, and the readiness for the same action is quickly restored. In particular, they are tired of the monotony of movement.



The attention of primary school-aged children is not sufficiently stable. Therefore, the child's attention is diverted, i.e., in such a situation, it seems less interesting to them. Therefore, these active games should not require prolonged concentration. Otherwise, the children will stop following the rules, the course of the game will be disrupted, and they will lose interest in the game.

In children, willpower and inhibition are poorly developed. When explaining the game to them, it is difficult for the child to listen to you for a long time and attentively, therefore it is necessary to explain the game quickly, briefly, and concisely. Otherwise, the child, without listening to the explanation to the end, offers their help in playing a particular role in the game.

In this regard, games with a small number of game rules (2-3) are used. The rules of the game can be introduced not all at once, but gradually, depending on the students' assimilation.

In primary school children (especially students in grades 1-2), thinking is mainly figurative, subject-based, but in the second year of teaching, thinking begins to give way to concepts about objects and phenomena in the surrounding environment. The ability to compare and equalize observers begins to manifest. In game actions, opportunities arise for the manifestation of more consciousness (mind). They demonstrate a critical attitude towards the problems, behavior, and actions of their peers. The ability to think critically in general allows for conscious control of movement, mastering more complex games with a large number of rules.

In the first two years of schooling, a significant place is occupied by meaningful games associated with figurative thinking in children, which contribute to their mastery of inventing and satisfaction with their creativity. It should be taken into account that children at this age know how to read and write, which somewhat expands their level of mental awareness. Examples of this can be the following meaningful games, especially those conducted outside the classroom: "Owl," "Wolf in the Ditch," "Two Frosts," "Cosmonauts," "Fox," "Skillers," etc.

Games for children of this age, characterized by certain features and having mysterious, unexpected elements ("Blindfold," "Find Whose Voice is This"), hide-and-seek and finding or identifying games ("Hide-and-seek," "Guards").

During this period, play cultivates the fundamental foundation of behavior, the ability to observe the rules of maintaining public order. In team games, it fosters an understanding of moral, educational, and ethical norms and rules. Team games begin to emerge, in which each participant fights for the reputation of their team and rescues their "captive" comrades. Playing team games begins at the end of the first year of school and is especially widespread from the 3rd grade.

These games are especially used by students in grades 1-2 during extracurricular time. They teach children to act in concert, to perform movements in a certain rhythm.

Children also love word games with intonation of individual words, sentences, for example, "Cosmonauts," "Trap," etc. Games with singing and intonation develop children's speech, which also contributes to practice and the development of rhythm and musicality.

Finally, at this age, children are interested in games in which they can demonstrate their dexterity and agility. The content of such games is limited only to the precise execution of a certain action. Such games include: "Jumping under a rope" - various jumps under a rotating rope, various jumps with short ropes.

From this age, folk games become popular among children.

Active games should occupy a significant place in the lives of young schoolchildren, as they correspond to their age characteristics, as well as spiritual, educational, and moral education.

### **Classification of active games for young adolescents**

Students in grades 5-6 (11-12 years old) are more interested in engaging in complex games compared





to their predecessors. This is explained to a certain extent by the fact that children at this age possess greater endurance compared to lung capacity, even though the respiratory system is not sufficiently developed.

Muscles gradually grow and strengthen, but strength indicators are also not sufficiently developed, therefore the body is not sufficiently prepared for prolonged intense tension and unilateral loads. The respiratory system is somewhat more developed than in younger school-age children, however, the depth of breathing is also insufficient. The nervous system improves. The functional capacity of the brain system increases.

11-12 year old children 7-10 year old children are relatively more focused on developing and improving sensitivity and agility. Their skills in game behavior tactics are increasing.

Skills acquired in games and gymnastics classes in grades 1-4 are widely used.

In adolescents, the inhibition function is more developed than in young schoolchildren, and the willpower sphere is strongly developed. The game is longer in duration and rich in complex movements, which contributes to the development of endurance in adolescents.

At this age, children are very interested in play; they improve their movements in these games. They are interested in the game process themselves, they like to demonstrate their speed, agility, marksmanship, strength, and sharpness.

In some cases, games that are more directed at influencing speed and strength abilities are manifested, but do not require maximum effort, while this effort has a cyclical or periodic nature ("Racer," "Riding Athletes," "Hidden Balls," "Birds in a Cage," "Splashed," "Letting in a Circle," "Bright Guard," "Passing the Ball," "Passing the Balls," "Jumping Along the Line," "Planting Potatoes," "Two Frost," "Fox and Rosehip," etc.).

Young adolescents think more critically and generally, going beyond images, relying on preference for sensory imagination and perception. The ability to reject thinking, with complex interrelationships with movement experience and acquired knowledge, and with numerous game rules, allows them to master more complex games than primary school students. ("Shot," "Struggle for the Ball," "The Ball to the Target," etc.).

The teacher's explanations and reprimands should be more concise and clear, and the judging should be more rigorous.

During this period, children actively engage in classroom and other activities. The main place in the games of adolescents is occupied by team games, therefore it is during this period that a sense of community develops and manifests itself in them.

Young teenagers love the game very much - each with their best techniques draws their own personal capabilities and the attention of their team. ("Calling a Number," "White Poplar or Blue Poplar," "Guards and Detectives").

Since the game is conditional, the children begin to understand it. The content is preserved only in games played locally. Due to the fact that it is associated with the acceleration of the developmental process, it reaches puberty more early. In girls, this begins during this period (10-12 years old).

According to our scientists, the process of physical development is parallel with mental development. Modern children are more developed than their predecessors.

The observed disruption of the harmony of the physiological functions of the vascular system and nerves is associated with the acceleration of puberty. Disorders of the function of the autonomic nervous system are noted (dizziness, palpitations, increased sensitivity to sounds, smells, etc.).

All this affects children in play. Children are psychologically unstable, they passionately express their feelings during play. At the same time, it is necessary to increase strict requirements for the rules of the game, and breaks in the game can be given in case of excessive nervousness or agitation.



During this period, boys and girls have some peculiarities in their games. Boys have some advantages over girls in speed running, wrestling elements, and long-distance throwing games.

Taking into account the difference in the capabilities of boys and girls, it is necessary to ensure that the number of boys and girls in team games played with running is the same. In resistance games for endurance development, boys and girls should be divided by gender, and independent games should be conducted with each team ("Tort in a circle," "Tort in pairs," etc.).

Players who play in pairs with resistance ("Rooster Fighting," "Pair Drawing") must be of the same sex (boys or girls).

During this period, girls begin to show interest in games with elements of rhythmic gymnastics and musical accompaniment. Boys are more interested in games that involve strength, endurance, and fast running.

When conducting swimming lessons with certain adolescents, it is necessary to include water games whenever possible.

Younger adolescents, on the other hand, try to imitate adults. Teachers, leaders, and educators must take this into account and always serve as role models for children. In young adolescents, a vivid expression of the desire to maintain good relations with peers is manifested. Along with this, there is a tendency to present oneself as knowledgeable when discussing bad behavior of a comrade, to show strength, fearlessness, and to oppose one's own feelings when violating discipline.

Boys often use force to reinforce their "I," which often leads to arguments.

At such times, boys and girls interact with their peers. A friendship develops between boys and girls, and a desire to engage in physical education and sports begins to emerge. The teacher must use this interest purposefully. During this period, many children begin to engage in sports sections, including sports games (basketball, volleyball, handball, football, etc.).

Certain active games are strictly limited to the rules of sports. Competitions in these games are held between classes, school championships, inter-school, and district championships. As an example, we can point to such games. "Pioneerball," "Struggle for the Ball," "The Ball to Sardor," "Passing the Ball in Four Directions," etc.

At this time, competitions are held with the involvement of younger children in active games ("Merry Starts," etc.). Active games conducted among young adolescents contribute to their comprehensive and balanced development and physical education.

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