



THE IMPORTANCE OF ACTIVE GAMES IN DEVELOPING THE PHYSICAL ABILITIES OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article analyzes the importance of active games in developing the physical abilities of primary school students. Particular attention is paid to the role of active games in increasing motor activity and improving such physical qualities as speed, agility, endurance, and coordination. The educational, developmental, and health-promoting significance of active games is evaluated based on pedagogical observations. The results indicate that systematic use of active games in physical education lessons contributes significantly to children's physical development and increases their interest in learning activities.

Keywords: physical education, active games, primary education, physical abilities, speed, agility, endurance, motor activity.

Introduction

Strengthening the health of the younger generation and increasing their level of physical activity are regarded as among the priority objectives of educational systems worldwide. The widespread use of digital technologies by children, the growing prevalence of sedentary lifestyles, and the tendency to spend leisure time primarily with electronic devices have had a certain negative impact on the process of physical development.

Primary school age is considered the most favorable stage for the formation of physical qualities and the development of motor skills. During this period, children demonstrate a high need for movement, which can be effectively satisfied through purposefully organized active games.

Active games represent an important component of the physical education system, as they contribute to the development of students' physical fitness, social activity, and personal qualities. From this perspective, studying the impact of active games on the physical abilities of primary school students is of considerable scientific and practical significance.

Literature review

Studies conducted in the field of physical education theory and methodology have identified active games as an important means of promoting children's physical development. Scholars such as R.S. Salomov, M.T. Usmonov, L.P. Matveev, and B.A. Ashmarin have scientifically substantiated the significance of active games in the development of physical qualities.

According to researchers, active games not only increase students' motor activity but also contribute to the development of essential physical qualities, including speed, agility, motor coordination, and endurance. Furthermore, active games possess considerable educational value, playing an important role in fostering teamwork, discipline, and a sense of responsibility among students.

Methods

The study employed several research methods, including the analysis of scientific and methodological literature, pedagogical observation, comparison, generalization, and analytical approaches.

Pedagogical observations were conducted during physical education classes at Secondary School No. 8 in Termez City. Particular attention was paid to examining the impact of active games on students' physical activity levels and their interest in physical education lessons.

Main part

Active games are considered one of the most effective means of physical education for primary school students. During gameplay, children move freely, perform various motor tasks, and naturally accept physical workloads without experiencing the monotony often associated with conventional exercises.

Active games play a significant role in the development of speed-related abilities. During gameplay, students are required to make decisions within a short period of time and execute movements rapidly. This process positively contributes to the improvement of neuromuscular system functioning and enhances reaction speed.

In the development of agility, games involving rapid turns, jumps, and frequent changes in movement direction occupy an important place. Such activities help students develop the ability to perform movements accurately, efficiently, and quickly under changing conditions.

Active games also serve as an effective means of developing endurance. Team-based games that require prolonged physical activity contribute to the improvement of cardiovascular and respiratory system functions, thereby enhancing overall physical fitness.

Furthermore, active games facilitate the development of motor coordination. Well-developed coordination skills are essential not only for future sports participation but also for the successful performance of everyday physical activities.

In addition, active games contribute to the formation of important social qualities among children, including discipline, teamwork, mutual assistance, cooperation, and a sense of responsibility. These educational benefits further increase the value of active games within the primary school physical education curriculum.

Pedagogical features of organizing active games

When organizing active games for primary school students, it is essential to consider their age-specific and psychological characteristics. At this stage of development, children are generally unable to maintain attention on a single activity for extended periods. Therefore, physical education sessions should be engaging, dynamic, and enriched with a variety of movement-based activities.

The selection of active games should take into account students' levels of physical fitness, health status, and motor capabilities. The games used during lessons must be appropriate for children's physiological characteristics, should not cause excessive fatigue, and must comply with established safety requirements.

From a pedagogical perspective, the effectiveness of active games largely depends on the professional competence of the teacher. The teacher should clearly define the objectives and tasks of each game, effectively manage participants' activities, and maintain discipline throughout the gameplay process. In addition, it is advisable to conduct a brief reflection session after each game and evaluate students' participation and performance.

Another important advantage of active games is their applicability within inclusive education settings. Students with different physical abilities can participate together in game-based activities,



thereby developing cooperation, communication, and mutual support skills. Such interactions contribute positively to children's social adaptation and integration.

Research findings indicate that classes in which active games are used regularly demonstrate higher levels of student participation, improved physical fitness indicators, and enhanced achievement in physical education. In particular, games that incorporate competitive elements help foster important personal qualities such as striving for success, self-expression, perseverance, and respect for collective interests and team goals.

Therefore, the systematic and purposeful use of active games in primary education institutions should be regarded as an effective pedagogical tool not only for promoting physical development but also for achieving educational, social, and character-building objectives.

Practical recommendations

Based on the findings of the study, the following practical recommendations can be proposed:

- Incorporate at least one active game into each stage of physical education lessons;
- Place greater emphasis on games designed to develop speed and agility;
- Select active games in accordance with students' age-related characteristics and developmental needs;
- Ensure strict compliance with safety regulations during all physical activities;
- Promote the wider use of traditional national active games in physical education classes;
- Utilize active games as a means of fostering teamwork, cooperation, and mutual assistance skills among students.

The implementation of these recommendations in educational practice can contribute to a more effective development of the physical abilities of primary school students and enhance the overall quality of physical education.

Results and discussion

The observations conducted during the study revealed that students demonstrated significantly higher levels of participation in lessons that incorporated active games. Children actively engaged in the activities, showed greater enthusiasm during classes, and displayed increased involvement in performing physical exercises.

Table. Impact of active games on Physical qualities

Physical Quality	Level of Impact
Speed	High
Agility	High
Motor Coordination	High
Endurance	Moderate to High
Strength	Moderate

The analysis indicated that the regular use of active games contributes substantially to improving students' physical fitness and motor activity levels. Furthermore, a noticeable increase in students' interest and motivation toward physical education lessons was observed. These findings suggest that active games serve not only as an effective means of developing physical abilities but also as a valuable pedagogical tool for enhancing student engagement and participation in the educational process.

Conclusion

Active games constitute an important pedagogical tool for the development of physical abilities among primary school students. They effectively contribute to the enhancement of essential physical qualities, including speed, agility, endurance, and motor coordination.



The findings of the study demonstrated that the systematic integration of active games into physical education lessons plays a significant role in promoting children's physical development, increasing their interest in classroom activities, and enhancing their social engagement. Therefore, the purposeful use of active games should be considered an effective approach to improving both the educational and developmental outcomes of physical education in primary schools.

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