

THE IMPORTANCE OF ACTION GAMES IN PHYSICAL EDUCATION CLASSES**Tolkinov Muhammadmirzo Umidjon ugli***Teacher of Fergana pedagogical college*

Annotation: *the article reflects on the methodology and importance of running action games through physical education classes. It also shows the impact of physical education for the development of human spirituality and its place in our lives.*

Keywords: *health, harmonious man, healthy generation, action games*

Today, priority reforms are carried out in the field of education, including in the field of Physical Culture. In particular, the head of our country paid special attention to the development of the sports sector. It is not for nothing, of course. Sport-has a decisive force in creating a healthy environment, in comprehensively physically and spiritually maturing the younger generation. The reason is, as long as we are still moving towards progress, there are still educational problems that need to be solved on our way. For example, these days there is some kind of weakness, gap between life demand and upbringing styles. Consequently, to fill this gap, an important place is occupied by the invaluable traditions of our people, folk action games calculated from their unique values, physical education training.

Referring to history, as early as the era of the primitive community, the first examples of ring-like games began to appear. Our selfless ring has created, polished and perfected every game with its heart and soul for several hundred years. The sorted game types have been preserved as eyeballs for future generations. At any stage of development, representatives of the older generation, for representatives of the younger generation, stretched out their helping hands, as much as possible, instilling in young people their relationship to hobbies the accumulated knowledge and experience, creating an evolutionary connection. Thus, when more is used in the process of physical education of young people than in the case of halq action games, the effectiveness of the Games also increases. This is of great importance for the rise of the world prestige of our country and our nation. Thus, action games created by halq combine with cocktails, lifestyle, ambient nature, cultural heritage of the ring, traditions, customs, universal cadre to form an amazing incredible proportion. The study, research and introduction of Uzbek ring games into the practice of youth education is one

of the main tools in the elevation of our values, culture and spiritual resources. It is the main task for us to keep the great treasure that the ring has created, to preserve the paint of nationalism, and to convey it to the future generation a fluffy and fluffy one. During action games, the penetration of children into certain roles, images (Hunter, sniper, resourceful, bear-polvon, Fox and other imitations) creates in them a motivation that motivates them to achieve such qualities as search, creativity, resourcefulness, ingenuity and others, finding ways to satisfy not only this imitation, but also the extioj to action. Indeed, the types and substantive forms of halq action games are hilma-hil, forming, nurturing qualities such as memory, attention, perception, consciousness, thinking, will, pronunciation, speech, intonation, concordance, truthfulness, patriotism, mutual assistance, decency, valoricity, Valor, Vanity, courage. That is why universal and national ring action games do not require proof that human health, its worldview, is an indispensable tool in educating the younger generation as a physically and spiritually competent person. It is desirable that the games should be chosen first of all correctly, suitable for the children engaged, gender and physical capabilities. It is very important to choose the game and conduct it in accordance with the purpose ofgae. But the game does not seem to solve educational tasks all the time. Children show their character and personality throughout the game. From this, the teacher should learn about their different habits, negative and positive interests, set appropriate events, put the game in a certain direction, and form in them such feelings as honesty, honesty, harmony, mutual harmony, respect. At the same time, he should help children in every way to take creative initiative without violating the rules of the game. The teacher must use the didactic principles of pedagogy in the process of conducting games and always achieve their implementation. The teacher will explain to the students the content, function and rules of each game. This allows them to have a conscious attitude towards the game, to learn it correctly, to correctly understand their mistakes and achievements, and to analyze their actions in comparison with the actions of their comrades. It is also not advisable for the student to blindly imitate the teacher when learning game exercises. The actions that the teacher teaches and that the students consciously perform should help in the education of organizational skills in children. This is achieved by training referees and their assistants from the students to host the game. It is necessary that games with teacher children are associated with overcoming some certain difficulties, that each task is completed in the course of the game is achieved and that the obstacles

are complicated according to how they are conquered. This work teaches children to hard work, gaining willpower in them.

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