THE IMPORTANCE OF NATIONAL TRADITIONAL GAMES IN THE PHYSICAL EDUCATION OF YOUNG PEOPLE

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Abstract. *This thesis highlights the role and importance of national traditional games in the physical education of the younger generation, as well as their pedagogical potential in developing physical qualities, increasing physical activity, and fostering national values. The purposeful use of national traditional games in the educational process can contribute to the development of students' physical qualities, such as agility, speed, strength, endurance, and flexibility. Furthermore, the thesis examines the formation of social and pedagogical qualities through participation in games, including teamwork, discipline, mutual respect, cooperation, and respect for national culture.*

Keywords: *national games, traditional games, physical education, physical qualities, young people, agility, speed, endurance, national values, pedagogical process.*

INTRODUCTION

Today, ensuring the physical and spiritual well-being of the younger generation is one of the most important objectives of the educational system. Traditional physical activities and active games offer significant opportunities to increase students' physical activity, organize their leisure time effectively, and promote a healthy lifestyle.

In particular, national traditional games, developed through the centuries-old experience of our people, have considerable pedagogical value as an important means of physical education.

National traditional games are closely connected with the lifestyle, customs, traditions, and national values of the people. Passed down from generation to generation, these games have contributed not only to the physical development of young people but also to the formation of teamwork, respect for opponents, compliance with rules, and a sense of responsibility.

One of the main characteristics of national traditional games is their rich content of natural physical movements. Running, jumping, throwing, chasing, maintaining balance, resisting opponents, and moving quickly constitute the fundamental activities of these games. Therefore, using such games during physical education lessons can help develop students' motor abilities.

For example, national games such as "White Poplar or Blue Poplar" (Oq terakmi, ko‘k terak), "Tug of War" (Arqon tortish), "Chillak", "Five Stones" (Besh tosh), "Tag" (Quvlashmachoq), and traditional wrestling (Kurash) can be used to develop various physical qualities. It is important to adapt the content and level of difficulty of these games to students' age, physical fitness, and training objectives.

First of all, national traditional games are effective means of developing **agility and speed**.

During games, participants are required to assess situations quickly, make decisions within a short period of time, and perform appropriate movements. Such activities contribute to improving the rapid response capabilities of the neuromuscular system.

In addition, certain national games are aimed at developing **strength and endurance**. For example, during the game of "Tug of War", the muscles of the arms, shoulders, trunk, and legs are actively engaged. Games involving prolonged physical activity can also contribute to the development of general endurance.

Another important feature of national traditional games is that they create an interesting and emotionally engaging environment for students. Compared with ordinary physical exercises, game-based activities encourage children to participate more actively. As a result, their interest in performing physical exercises increases, thereby improving the pedagogical effectiveness of lessons.

The educational and moral significance of national games is also considerable. Following game rules helps develop discipline and responsibility among students. Team games promote cooperation, mutual assistance, friendship, and the ability to consider the interests of the group.

Furthermore, national traditional games contribute to the development of national identity among the younger generation. Providing students with information about the origins of these games, their place in the history of the people, and their importance in traditional education increases their respect for national values.

Several pedagogical requirements should be considered when using national traditional games in physical education lessons. In particular, games should correspond to students' age-related characteristics, safety rules must be observed, physical workloads should be properly regulated, and the objectives of the games should be consistent with the educational objectives of the lesson.

At the same time, teachers should consider students' levels of physical fitness when selecting games. Applying the same game without modifications to all age groups may not produce the expected results. Therefore, it is advisable to gradually modify game rules, distances, duration, number of participants, and movement complexity.

In conclusion, national traditional games are among the effective means of physical education for young people.

They play an important role not only in increasing students' physical activity, developing basic physical qualities, and fostering a positive attitude towards a healthy lifestyle but also in transmitting national values to the younger generation.

Regular and methodologically appropriate use of national traditional games in physical education lessons increases students' interest in classes, develops teamwork skills, and contributes to improving their physical fitness. Therefore, combining national traditional games with modern physical education methods can be considered one of the important directions in the development of the educational process.

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