THE IMPORTANCE OF NATIONAL SPORTS AND TRADITIONAL GAMES IN PHYSICAL EDUCATION

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Abstract. *This article examines the importance of national sports and traditional games in the physical education of the younger generation. National sports and traditional games represent an important part of cultural heritage and serve as effective means of physical, moral, and social development. Their use in the educational process contributes to the development of basic physical qualities, including strength, speed, endurance, agility, coordination, and flexibility. Particular attention is paid to the pedagogical potential of traditional games in increasing students' physical activity, strengthening their interest in sports, and promoting a healthy lifestyle. The article also discusses the role of national sports in preserving cultural traditions, developing teamwork, fostering discipline, and strengthening national identity. The methodological possibilities of integrating traditional games into modern physical education programs are analyzed.*

Keywords: *national sports, traditional games, physical education, young generation, physical fitness, national values, motor skills, healthy lifestyle, sports culture, pedagogical methods.*

INTRODUCTION

Physical education plays an essential role in the comprehensive development of the younger generation. In modern society, improving the physical health of children and young people, increasing their physical activity, and promoting a healthy lifestyle are among the important objectives of the educational system. In this regard, national sports and traditional games have considerable educational and pedagogical significance.

National sports and traditional games have developed over centuries through the everyday experiences, customs, and cultural traditions of different peoples. They reflect the historical lifestyle, social relationships, and cultural identity of communities. In addition to providing entertainment, these activities have traditionally served as important means of physical preparation, moral education, and social development.

The use of traditional games in physical education lessons creates opportunities to combine physical development with cultural education. Through participation in such games, students improve their physical abilities, learn to cooperate with others, follow established rules, and demonstrate respect for their opponents.

In contemporary educational practice, traditional games can complement modern physical education methods. Their integration into educational programs helps make lessons more engaging, varied, and closely connected with national cultural heritage.

THE ROLE OF NATIONAL SPORTS IN PHYSICAL EDUCATION

National sports are an important component of physical culture. They contribute to the development of physical abilities and help preserve the sporting traditions of different nations.

Traditional sports such as wrestling, horse riding, archery, and various strength and agility competitions have historically played an important role in preparing young people for physical activity and social responsibilities.

In particular, traditional wrestling, known as Kurash in Central Asia, is an important example of a national sport that combines physical development with moral and educational values. It develops strength, balance, coordination, endurance, and the ability to respond quickly to an opponent's movements.

The educational significance of national sports is not limited to physical development.

They also promote courage, determination, self-control, discipline, and respect for opponents. These qualities are important not only in sports but also in everyday life.

The inclusion of national sports in physical education programs can therefore contribute to the formation of physically active, disciplined, and socially responsible young people.

THE IMPORTANCE OF TRADITIONAL GAMES IN DEVELOPING PHYSICAL QUALITIES

Traditional games provide a variety of movements that can be used to develop the main physical qualities of students. Depending on their content and rules, these games involve running, jumping, throwing, pulling, balancing, changing direction, and responding to different movement situations.

Development of speed

Speed is an important physical quality that enables individuals to perform movements in a short period of time. Traditional games involving chasing, escaping, and rapid changes of direction can contribute to the development of speed and reaction abilities.

For example, games such as "Oq terakmi, ko‘k terak" and "Quvlashmachoq" require participants to react quickly, accelerate, and move efficiently.

Development of strength

Strength is necessary for performing various physical activities, maintaining body stability, and overcoming external resistance. Traditional games such as tug of war involve the active participation of the muscles of the arms, shoulders, trunk, and legs.

Such activities can be included in physical education lessons to develop muscular strength, provided that the workload is appropriate for the students' age and physical condition.

Development of endurance

Endurance is the ability to maintain physical activity over a certain period of time without a significant decline in performance. Games involving continuous movement, repeated running, and active participation can contribute to the development of general endurance.

The duration and intensity of these games should be regulated according to the physical fitness of participants.

Development of agility and coordination

Agility and coordination are particularly important for performing complex movements and adapting to changing situations. Traditional games involving dodging, catching, jumping, and changing direction create favorable conditions for developing these qualities.

Through repeated participation, students learn to coordinate their movements, maintain balance, and respond appropriately to different situations.

PEDAGOGICAL AND EDUCATIONAL VALUE OF TRADITIONAL GAMES

Traditional games have significant pedagogical value because they combine physical activity with educational and social interaction.

One of their most important characteristics is their ability to increase students' motivation.

Game-based activities create an emotionally positive environment and encourage active participation. Students often demonstrate greater interest in physical activities when exercises are organized in the form of games.

Traditional games also contribute to the development of important personal qualities.

First, they promote discipline because participants must follow established rules and respect the decisions made during the game.

Second, they develop teamwork and cooperation. Many traditional games require participants to work together, support their teammates, and coordinate their actions to achieve a common objective.

Third, they foster mutual respect and responsibility. Students learn to accept victory and defeat, treat opponents fairly, and maintain appropriate behavior during competition.

Furthermore, traditional games help preserve national cultural heritage. Introducing students to the origins, rules, and historical significance of traditional games increases their interest in national traditions and strengthens their cultural awareness.

THE USE OF NATIONAL GAMES IN MODERN PHYSICAL EDUCATION LESSONS

The effective use of national games in modern physical education requires systematic planning and appropriate methodological approaches.

Teachers should select games according to students' age, physical fitness, educational objectives, and available facilities.

The following methodological principles are particularly important:

- **Age appropriateness:** Games should correspond to the physical and psychological characteristics of students.
- **Gradual progression:** The complexity and intensity of activities should increase gradually.
- **Individualization:** Exercises should consider differences in students' physical abilities and levels of preparedness.
- **Safety:** Appropriate playing areas, equipment, and rules should be established to prevent injuries.
- **Educational orientation:** Each game should have clearly defined physical and educational objectives.
- **Active participation:** Teachers should create conditions that allow all students to participate.

Traditional games can be incorporated into different parts of physical education lessons. They may be used during warm-up activities, the main part of a lesson, or recreational and extracurricular programs.

For example, short running games can be used during warm-up activities, tug of war and other strength-based games can be included in the main part of the lesson, while team games can be used to develop cooperation and social interaction.

INTEGRATION OF TRADITIONAL GAMES WITH MODERN SPORTS METHODS

The development of modern physical education does not mean abandoning traditional methods. On the contrary, combining traditional games with modern sports training approaches can create additional opportunities for improving the quality of physical education.

Modern teaching methods emphasize student-centered learning, differentiated instruction, active participation, and the development of practical motor skills.

Traditional games can be adapted to these approaches through modifications in game rules, duration, playing areas, and the number of participants.

For example, teachers can organize small-group competitions, introduce specific movement objectives, or combine traditional games with exercises designed to develop speed, agility, and coordination.

Digital technologies can also support the educational process. Video demonstrations and digital educational materials can be used to introduce students to traditional games, explain their rules, and demonstrate correct movement techniques.

Such an approach makes it possible to preserve the cultural content of national games while adapting their use to the requirements of contemporary physical education.

RESULTS AND DISCUSSION

The theoretical and methodological analysis demonstrates that national sports and traditional games have considerable potential in the physical education of young people.

Their use creates favorable conditions for developing basic physical qualities, increasing students' motivation, and encouraging regular participation in physical activity.

Traditional games are particularly valuable because they combine several educational objectives within a single activity. During one game, students may develop speed, agility, coordination, and endurance while simultaneously learning teamwork, discipline, and respect for others.

Another important finding of the theoretical analysis is that traditional games can help connect physical education with cultural education. Through learning and practicing national games, students become familiar with their cultural heritage and develop greater respect for national traditions.

However, the effectiveness of traditional games depends on their appropriate selection and organization. Teachers must consider age-related characteristics, physical fitness, safety requirements, and the objectives of each lesson.

It is also important to avoid excessive physical workloads and ensure that all students have opportunities to participate actively.

Thus, the integration of national sports and traditional games into modern physical education programs represents a valuable pedagogical approach to the comprehensive development of young people.

CONCLUSION

National sports and traditional games are important components of physical education and cultural heritage. Their systematic use in educational institutions can contribute to the development of physical abilities, the formation of positive social qualities, and the promotion of a healthy lifestyle among young people.

Traditional games provide opportunities to develop strength, speed, endurance, agility, flexibility, and coordination through engaging physical activities. At the same time, they promote discipline, cooperation, mutual respect, responsibility, and national cultural awareness.

The integration of traditional games with modern physical education methods can improve the educational and motivational aspects of lessons. For this purpose, teachers should select appropriate games, regulate physical workloads, and ensure compliance with safety requirements.

In conclusion, national sports and traditional games should be considered not only as forms of entertainment but also as valuable pedagogical tools for the physical, moral, and social development of the younger generation. Their wider application in educational institutions can contribute to preserving national traditions and improving the quality of physical education.

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