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**Spectrum Journal of Innovation, Reforms and Development**

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Volume 10, Dec., 2022

ISSN (E): 2751-1731

Website: [www.sjird.journalspark.org](http://www.sjird.journalspark.org)

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**TEACHING USING GAMES IN PHYSICAL EDUCATION LESSONS**

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This article provides the necessary information about the development of physical culture of school-aged students in physical education classes, and this thesis is recommended for use as a methodical guide for secondary school teachers.

**Keywords:** Physical education, games, educational processes, game history, behavior, interpersonal relations, game methods, interesting, innovative method.

Today, the use of innovative methods in education leads to the expansion of students' thinking both physically and mentally, and embodies most of the features of games used in the process of physical education. In the "Pedagogical classification of physical exercises" section of the textbook, the game is given in the form of a physical exercise system, that is, as a means of physical education. However, in the process of physical education, games are widely used in practice as effective methods of education and training. Therefore, the nature of the game method can be understood only by revealing the essence of the game. is a model of specific elements" - describes the professor of the Russian Federation Yu. I.

Yevseev (2008). A whole life situation can be conditionally expressed in the game (for example, imitation, fighting, hunting conditions, etc.). That is, some of the human movement activities are life, work, defense activities, and the existence of a model of interaction between people lies in them. The game is a social phenomenon that arose historically, it appeared on the basis of people's military and labor activities, and it is determined by the material and social conditions of human life. The game reflects real life and at the same time obeys its purely conventional laws. It does not mean changing the existence that surrounds us, but it plays the role of an important source of human culture as a condition that prepares a person for creative work. Depending on this, the game provides the following services performs: - improves the physical and mental strength of a person, educates social activity and creativity, creates entertainment, mutual relations, as well as relations between the environment that surrounds them. The above determines the direction and content of the games. The main content of all games in the process of physical education includes movement activities that create an opportunity for a person to reach physical maturity. We should recognize that the difference between games and gymnastics, sports, and tourism is conditional in most cases, and these conditions become more evident according to the development of the types of educational tools. It is necessary to look at games as a system of concrete movement activities. They are



performed within the limits of the established rules and are used to solve various pedagogical tasks, despite the nature of physical exercise as a methodology. The games are not implemented in a methodological way only as they are generally accepted.

1. The game situation clearly expresses the elements of rivalry and emotionality. The game method allows to reveal the most difficult relationships between participants. In the conditions of the simplest running competitions, there are so many multifaceted situations of educational importance among the participants, but they are very different from the situations that arise between two players.

2. Variability of conditions during performance of movement activities. It will appear players have different opportunities in solving action tasks; and the formed skills differ in their adaptability and flexibility in changing conditions.

3. Setting high demands on creative initiatives in movement activities. The change in the state of the game requires the choice of the results of physical exercises and the need for more active display of independence puts.

4. Non-limitation of movement activity and lack of strict regulation according to the nature of physical load. Pupils can use the movement activities that they have effectively calculated to solve the movement activity tasks that appear within the limits of special or conditional (simplified, complicated) rules. The amount of physical load falling on the student depends on the function, activity, performance level, the number of players, the content of the game and the duration of the predetermined conditions (methodology of using the game) in the game.

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