

IMPLEMENTATION AND DEVELOPMENT OF A MODERN APPROACH TO THE USE OF THE GAME METHOD IN PHYSICAL EDUCATION LESSONS IN ELEMENTARY SCHOOL.

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Annotation . The study describes the experience of organizing and implementing a modern approach to the use of the game method in physical education lessons in elementary school. The purpose of this article is to determine the effectiveness of the modern approach in using the game and problem method in physical education lessons for elementary school students. The use of the game method in the form of modern approaches, such as the use of game and problematic tasks, is justified. The scientific novelty of this work consists in the creation of a consolidated classification of outdoor games, including the development of the content of the game and the problematic nature of the tasks of the subject "Physical culture", aimed at improving the physical qualities of younger schoolchildren.

Keywords: outdoor games, elementary school, students, game method, game tasks, modern approach to learning, physical education lesson.

For children of primary school age, games have a significant place in the development of a complex of physical qualities: speed, coordination, strength, flexibility and endurance. Most games are based on the principle of showing speed and showing a quick reaction to various signals. The changing game situation, which requires players to instantly switch from one action to another, contributes to the education of coordination abilities

[4].

Outdoor games help to develop self-awareness, in connection with the various tasks that arise during the game, which require timely assessment of the situation, decision-making and its implementation. Games teach you logical thinking and observation. Organizational skills are also developing (depending on the role in the game) [22,1].

Proper game management has a positive effect on the muscular, cardiovascular, respiratory and other body systems. Outdoor games increase functional activity, involve small and large muscles of the body in dynamic work, increase mobility in joints [1].

The purpose of the article is to identify and determine the effectiveness of the modern approach in using the game and problem method in physical education lessons for elementary school students.

Materials and methods. To determine the effectiveness of the modern approach in using the game and problem method in physical education lessons (FC), research methods were used: theoretical analysis of scientific and methodological literature; pedagogical observation, in order to select outdoor games and the content of game tasks; methods of testing children's physical fitness; The pedagogical experiment consisted in studying the influence of one factor (the use of a modern approach of the game

method in physical education lessons) on another (the level of physical fitness of younger schoolchildren and the formation of interest in physical education lessons).

Results and discussion of the results. The main direction of work with children of primary school age is the creation of comfortable conditions for the comprehensive development of personality, taking into account the individual, mental and intellectual capabilities of the child.

The work was carried out in various forms:

- classes aimed at solving problems of a training and wellness nature;
- competitive forms of classes (competitions, control standards, elements of sports games, outdoor games and tasks).

Outdoor games are an affordable and effective means of physical education, which makes it possible to influence a child during activity. Such games, especially with elements of competition, have a better effect than other forms of physical culture, since they meet the needs of a growing organism. Each game is played according to the rules, and this contributes to the education of honesty, endurance and discipline [7].

During the selection of game material and its verification, the motor density of each game or its physiological value in terms of heart rate (HR) was determined. For this purpose, they were roughly classified according to the degree of intensity of motor activity into low, medium and high degrees of stress.

The indicators of an increase in heart rate relative to the baseline level in percentages are taken as a basis. For low-intensity games, heart rate is typical, not exceeding 30% of the indicators at rest. An increase in heart rate from 30 to 50% corresponded to medium-intensity outdoor games, and an excess of the pulse from the initial level by 50-90% is characteristic of high-intensity games. Figure 1 shows the physiological characteristics of outdoor games:

- "Collect" (yellow graph)
- "Call numbers" (purple graph)
- "Tails" (blue graph)
- "Spiders" (orange graph)
- "Skirts" (blue graph).

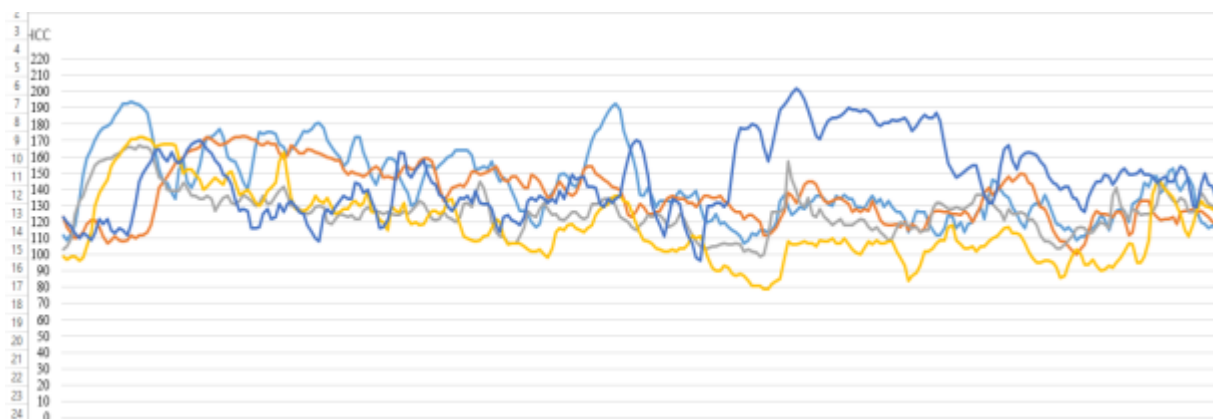


Fig. 1. Heart rate monitoring

In the course of the study, the results obtained allow us to track the change in heart rate of primary school age students during outdoor games. To improve the speed of the game with running and jumping they are in the range of 159-190 beats / min, which allows us to talk about a high (training) load. The load aimed at the development of strength qualities is in the 3-4 pulse zone. The stretching load is in the range of 132-120 beats / min, which allows us to talk about a low (restoring) load.

Outdoor games were used in the organization of the educational process:

1. Collective outdoor games without division into groups (teams).
2. Collective outdoor games with division into groups (teams).
3. Games for the development of speed of movement.
4. Games for the development of fine motor skills.
5. Games with the pronunciation of poetic recitatives.
6. Game therapy.

After analyzing the school curriculum, we have identified the following. In primary school age, gaming is the leading activity, but outdoor games, which are recommended to us in programs and textbooks, are repeated from year to year. With the development of society and needs, it is necessary to use outdoor games, taking into account the interests of the modern generation of students. We introduced game tasks to FC lessons — this is a local form of manifestation of game actions, including those of a problematic nature.

In our opinion, the main difference between outdoor play and game tasks is that the game task has a clearly defined task and a corresponding result, which is aimed at children's cognitive abilities.

We have analyzed the classifications of outdoor games by such authors as R. V. Klimkova (2015), I. M. Korotkov, M. N. Melnikova and L. V. Byleeva (2018), and compiled a summary classification of outdoor games with the inclusion of tasks of a game and problem nature. (Fig.2)

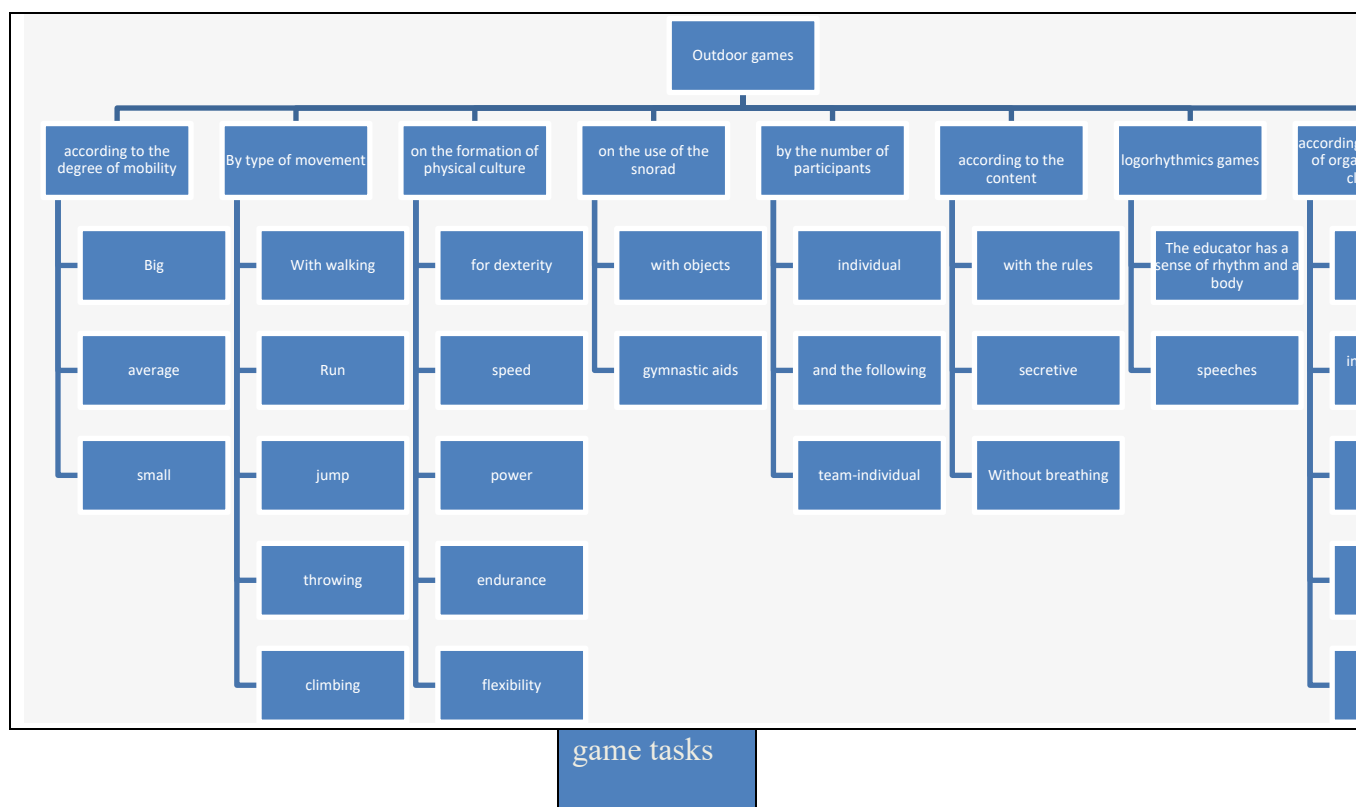


Fig. 2. Classification of outdoor games and game tasks (according to the classifications of R. V. Klimkova 2015, I. M. Korotkova, M. N. Melnikova and L. V. Byleeva 2018). The classification includes outdoor games often used by FC teachers in physical education lessons for sections of the school curriculum. We have added game tasks to the consolidated classification, which are used in all known outdoor games and games of a problematic nature.

A distinctive feature and the main feature of game tasks is the presence of active motor actions in them when solving a specific particular task, due to which they are a means and method of physical education and development.

When using outdoor games and game tasks, not only the task of developing physical, but also intellectual qualities, as well as mental processes such as mindfulness, memory, and thinking is set. In story games and tasks, children's imagination and artistry develop, with the use of musical accompaniment and dance elements, an aesthetic worldview is formed. When planning a game activity, you need to take into account the overall load of the lesson and determine the purpose, time and place among other exercises and learning tasks used. The level of difficulty in terms of physical activity and the complexity of the participants' game interaction should correspond to their age. In the process of practical implementation of the planned outdoor games, serious attention should be paid to strict observance of the generally accepted norms and safety rules in physical education lessons for both the players themselves and the children who are exempt from lessons.

Conclusions. The features of the proposed modern approach in the process of physical education lessons are as follows:

- in physical education classes, most of the load was presented through outdoor games and game tasks;

- games not only develop physical qualities, but also affect the development of thinking, dexterity, moral and volitional qualities;

- outdoor games with rules are a conscious, active activity of a child, which is characterized by timely and accurate completion of tasks related to rules that are mandatory for all participants;

- due to the emotional intensity of the game, children cannot always control the condition, there may be overexcitation or overwork. In this regard, we included game tasks in the lessons, thanks to which we could purposefully control the loads. You can also adjust the load during the game in various ways: reducing the duration, introducing breaks, changing the number of players, reducing the playground, changing the rules, changing the roles of participants;

- in game tasks, children carry the load more easily than in an exercise that is aimed at developing any quality;

- Many games and game tasks are not competitive in nature, they are aimed at communication, the formation of skills of collective interaction, etc. When announcing the results of the game, a brief analysis is given, error analysis, children can be involved in such an analysis, this contributes to the development of attentiveness, teaches them to comprehend actions and conscious discipline. Thus, the rational selection and organization of outdoor games, taking into account physical activity, provides opportunities for improving physical and functional capabilities, as well as strengthening their health. The use of outdoor games with the inclusion of game tasks and tasks of a problematic nature in physical education lessons has a positive effect on the development of physical qualities, thereby increasing the indicators of physical fitness of younger schoolchildren, and children's interest in physical education lessons.

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