

# Methods of Using Moving Games in the Development of Communicative Competences of Primary School Students

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**ANNOTATION:** The article discusses the use of movement games in the development of communicative competence of primary school students, the positive effect of movement games on the body of students, ways to form the mental, aesthetic and spiritual abilities of students.

**KEYWORD:** movement play, physical quality, national value, physical fitness, ways to teach movements, infancy.

## INTRODUCTION

From the day of independence, special attention has been paid to education in the country. In this regard, the first President of the Republic of Uzbekistan IA Karimov paid great attention to the education of the younger generation, saying: "The upbringing of the younger generation is the main task for us." Hence, the formation of a strong universal trust, a vision in the present generation; we must pay attention to cultivating in the individual a sense of respect for national culture and values, careful preservation.

Based on these ideas, in the educational system of the younger generation, based on the experience of folk pedagogy, the conduct of action games is a requirement of the times. The motivating factor for a child to play is his or her perception of older people's existence and interpersonal relationships and their desire to try them out in their personal activities, as well as their desire to interact directly with their peers who play as a team. Therefore, in active play activities, the child is eager to demonstrate the various actions in full, to show how to perform them, and then tries to summarize and reflect all the actions. Play is an important tool to help children develop their physical qualities.

## LITERATURE ANALYSIS AND METHODOLOGY

In the XIX century V. G. Belenskiy, N. G. Chernishevskiy, N.A. Dobrolyubov and D. N. The Pisarevs said that movement games should be widely used in Russia in educational work, including physical education. They saw action games as a means of strengthening the health of the people and educating them in every way. G. V. Plekhanov was the first to prove from a materialist point of view that in the process of historical development of society, labor is higher than play, but in the life of a child, play is preceded by labor.

P. F. Lesgaft describes games in his exercise system as a means of physical education. She says the game prepares the child for life. P. F. Lesgaft's students, who set out to host action games, haven't lost their value so far; In particular, he stressed the need to set clear goals for each game, the games

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should focus on the strength and ability of the participants, the positive impact on the participants, the need to conduct games systematically and regularly, to increase the activity and independence of participants.

N. K. Krupskaya said that games play a big role in a child's life: "Children not only grow during reading, but also learn during play, they learn to organize, they learn to understand life." N. K. According to Krupskaya, the work should be organized in such a way that the games help to educate the younger generation in the communist spirit. Games will be different. There are some games that instill rudeness, boastfulness, arrogance, and so on in children.

### RESULTS

Communicative competence is a complex type of communicative skill and activity, which includes new social skills, norms and restrictions of communication, knowledge, customs, etiquette, educational orientations. According to research scientist N. Amirov, "Today, the ability to communicate effectively, which we call communicative competence, has always been of interest to many scientists. In the fields of sociology, social psychology, pedagogy and other modern fields of knowledge, attention is paid to the study of interpersonal relationships, communicative behavior of the individual. Hence, communicative competence is a general communicative trait of an individual that includes social experience related to communication skills, knowledge, abilities and skills.

The basis of communicative competence is:

- communication skills - interpersonal skills;
- communication, contact maintenance, feedback;
- Analysis of communication results.

Communication skills include:

- provide a socio-psychological forecast of the communicative situation in which to communicate;
- socio-psychological programming of the communication process, based on the specificity of the communicative situation;
- Implementation of socio-psychological management of communication processes in a communicative situation.

The activities of a child from infancy to preschool age grow to the level of self-control independent of adult-led activities. However, since all the conditions mentioned above are not mutually exclusive, they cannot serve as the basis of any game, and accordingly, for a certain period of time, game activity takes place depending on the objects. According to psychologists, play does not occur spontaneously, there must be a number of conditions for this: a) the child's mind contains a variety of impressions about the reality around him; b) the existence of various forms of means and methods of educational influence; c) the child's frequent interactions and interactions with adults. In this, the style of direct influence of the adult on the child plays a decisive role. These objective conditions alone are not enough to organize and create national folk movement games, for which it is necessary to radically change the relationship between children and adults. Otherwise, independence will not occur.

It is known from ancient times that our ancestors first of all nurtured in children a strong will, independence and many goals. At the same time, adults should increase the demands on children and teach them to act independently. Similar activities shape a child's independence and ability to organize independent activities. The preschooler gradually enters the world of adult life and activity,

rising into the spiritual world of an exemplary adult with the positive emotions, courage, and courage that previously manifested in collaborative activities.

At school age, the child begins to independently find ways to access adult life and activities. He will then show a desire to participate in all areas of adult life and activities, in interpersonal relationships. Therefore, the national movement of the people creates a new relationship between adults and children, and in this relationship, national qualities: respect for their country, respect, respect for adults are formed and formed. Game activity is social in its content and essence. National action games can be a shining example of a child's independent activity, in this respect through the content of games he gets acquainted with the life of an adult. It should be noted that in the relationship between the conditions of the game and the object movements, the main focus is often on moving with objects, in which object games, for example, with stones, coats, skullcaps, etc., play a leading role in children's movement. But a child can play a role in games, and this should not be overlooked. For example, this can happen in games where you are assigned to move an object from one object to another. In the process of using national action games, the following characteristics of primary school students should be taken into account:

1. The child's interest in adult activities, their attitude to objects and their interaction.
2. Children's folk movement games reflect the most outwardly expressive, passionate aspects of the surrounding reality.
3. In moving games, the child is able to put into practice his desire, feeling that he lives in the same conditions, on the same ground as an adult.

### DISCUSSION

Research has shown that one group of students learns the material faster, the second group learns it later, and the third group learns it much later. In addition, general physical training is of great importance in mastering the study materials. A child's physical fitness may be affected by economic conditions: housing, financial status of the family, number of children, parental education, worldview and their place of work, and so on. Observations and collected data show that children's physical development and readiness, outlook, activity in the process of training are closely related to the factors described above and are of great importance in their physical development.

Moving games are one of the most important means of physical education and sports, which is widely used for this purpose. Play is one of the specific forms of human activity. The concept of play ranges from the simple movements that a young child performs with a rattle to the physical activities that an adult performs in basketball, volleyball, hockey, and many other sports. Play is a conscious activity aimed at achieving a conditionally set goal. No material wealth is produced in the game. The goal of the game is in itself. The game is a historical process. It appeared in the early stages of the development of society. The game is popular with people from infancy to old age. It would be wrong to look at the game only as a means of physical education. Because it has a general effect on the upbringing and formation of the individual. Therefore, the game has always attracted the attention of educators, psychologists, philosophers, art critics, doctors and others. At present, there are two views on the emergence and development of the game: materialistic and idealistic. according to materialists, the game produces a cocktail, which determines its development. The game and the cocktail are pitted against each other. They do not see the difference between the conscious play of humans and the unconscious movements of animals. As a child grows and develops, the content of games changes, while play activities are normal in the early stages, they later become richer. Changes in the economy and the cocktail process affect the content of the games. In this case, the old games will be reworked, new ones will appear. This is how human games are different from animal games.

The organization of inter-player movements is determined primarily by the content of the game. Games with elements of sport are also divided into two according to their function; divided into community groups. There are no collective tasks in teamless games. Each player moves on his own. Then groups are formed to solve a specific task. In team games, the competition is between teams. In this case, the interests of individual players are subordinated to the interests of the team. Action and sports games have the following similarities:

1. Both movement games and sports games are the result of folk art.
2. Both movement and sports games are activities that consist of actions and interactions of participants.
3. Both games are held according to certain rules and with the participation of judges.

Sports games differ from action games in the following ways: Participants of sports games are required to be physically, technically, tactically, psychologically prepared theoretically. Training sessions on sports games are required to be held regularly throughout the year, and participants are required to continuously improve their skills. From physical education teams to the Olympic Games, competitions are required on a regular basis for everyone. In short, all the physical activities that are part of the healing factors, the natural factors encountered in life, movement games, are a great heritage and priceless blessing left by our ancient ancestors. One of the important tasks should be to study the inexhaustible works of great scholars, sages, statesmen on physical education, health, human activity, intelligence, who have thought about them at a high level and expressed their teachings.

### CONCLUSION

1. The effective use of movement games in educational lessons and day-to-day health activities, organized on the basis of a regular plan known from pedagogical observations, serves to develop not only physical but also communicative competence of children.
2. The role and place of folk movement games in the development of communicative competence of primary school students is also significant: Active play not only improves cognitive processes, but also has a positive effect on the child's behavior. On this basis, the process of developing communicative competence of both primary school students and high school students can be structured on the basis of games. This is because communicative competence skills can be acquired earlier and easier in action games than in goal-oriented training. When using movement games, it should be borne in mind that children of this age are more prone to broad, vigorous movements than to small movements that require precision.

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