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INFLUENCE OF AZERBAIJANI

NATIONAL GAMES IN THE FORMATION OF PHYSICAL CULTURE IN YOUNGER STUDENTS

INFLUENCIA DE LOS JUEGOS NACIONALES AZERBAIYANOS EN LA FORMACIÓN DE LA CULTURA FÍSICA EN JÓVENES ESTUDIANTES

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ABSTRACT

The article is devoted to the role of Azerbaijani national games in the development of cognitive abilities and motor skills, and the formation of moral and volitional qualities in younger students. To accomplish this an experiment was set up based on theoretical heritage and school practice. Attention was drawn to the work carried out in this area, in particular to teaching national games, the principles of their classification, ideas put forward in this area and to explanatory work among teachers. An experiment was conducted, through the use of new pedagogical technologies, where was analyzed the nature and level of impact of national games in physical education lessons, on the formation of their physical culture (parameters - physical fitness, physical development, moral and volitional qualities, etc.) was analyzed. It was found that in the experimental class where the teaching of national games were carried out, in contrast to the control, the developmental indicators are relatively higher.

Keywords: National games, physical culture, cognitive activity, educational standards.

RESUMEN

El artículo está dedicado al papel de los juegos nacionales de Azerbaiyán en el desarrollo de habilidades cognitivas y habilidades motoras, y la formación de cualidades morales y volitivas en estudiantes más jóvenes. Para lograrlo, se puso en marcha un experimento basado en la herencia teórica y la práctica escolar. Se llamó la atención sobre el trabajo realizado en este ámbito, en particular la enseñanza de los juegos nacionales, los principios de su clasificación, las ideas planteadas en este ámbito y el trabajo explicativo entre los docentes. Se realizó un experimento, mediante el uso de nuevas tecnologías pedagógicas, donde se analizó la naturaleza y nivel de impacto de los juegos nacionales en las lecciones de educación física, en la formación de su cultura física (parámetros - aptitud física, desarrollo físico, cualidades morales y volitivas, etc.) fue analizado. Se encontró que en la clase experimental donde se realizaba la enseñanza de juegos nacionales, a diferencia del control, los indicadores de desarrollo son relativamente más altos.

Palabras clave: Juegos nacionales, cultura física, actividad cognoscitiva, estándares educativos.

INTRODUCTION

In the programs on education reform in Azerbaijan, the State Strategy and the National Concept for the training and education of the younger generation, establish between the main goals the physical development and the formation of a comprehensively developed personality based on national, cultural, moral and ethical values. That's why the determination of new priorities in teaching starting from the first grade, the conduct of scientific research on education in order to integrate into the European general education space, and so on, are set for specialists in the field of education as a task as one of the main directions of their activities. In addition, since the structure of physical education, its goals, content, objectives and improvement of training are strategic in nature, it is required the correlation of all this with the social and pedagogical essence of the developing society, which is Azerbaijan, and with international educational standards.

On the other hand, in Azerbaijan, known as a country of multiculturalism and tolerance, it is of particular importance to improve the content of education in a secular direction based on national cultural values. This is evidenced by many phenomena and processes, including: joint education of children, regardless of nationality or ethnicity, a peaceful and healthy lifestyle, the inclusion of many national and cultural values of the country in the UNESCO World Cultural Heritage List, high achievements of athletes at the World Olympic Games and the World and European Championships, especially the Baku-2015 European Games, held for the first time in European history. Here, among 50 participating countries, our athletes won 56 medals and took second place. All this is a historic achievement of Azerbaijani people and a confirmation of the country's steady movement along the path of progress. All this is also a consequence of the interest in Azerbaijan to develop and transmit national sports games. For example, in national wrestling (gulesh), which are the main means of forming physical culture based on cultural and moral premises. That is why the improvement of the content of physical education in the context of national games, which are an integral part of the moral values of the people, needs a necessary research.

The importance of the study is also due to the implementation of new reforms in the integration of the Azerbaijani education system into the European system, as well as the requirements of subject curricula for the formation of personality. With this in mind, the article set the task of experimental verification of the impact of national games on physical education. The object of the research was the formation of junior schoolchildren as a person, and the subject of theory and practice was the analysis of the

formation of physical culture in the process of physical education. For that, the main research methods used were: the study and generalization of advanced school experience, theoretical analysis, interviews, written survey, implementation of practical standards, pedagogical experiment.

DEVELOPMENT

The people of Azerbaijan have gone through an extremely difficult path of development since ancient times. Depending on the living conditions and the way of development, such games as "national struggle", "chovgan", "chase the hat", "jumping over fire", "defense of the fortress", "capture of the fortress", among others, arose. These games later became sports, began to contain elements of dancing, among them were games of a household and political nature, mobile, intellectually mobile, etc. However, as society changed, the original form of these games changed, they began to be in the nature of entertainment, used for recreation. There was a process of constant enrichment of the form and content of these games, their goals, they began to focus on speed, on speed-goal, endurance and dexterity, as well as on the development of high humanistic feelings.

Azerbaijani thinkers, philosophers-researchers, poets who lived in the Middle Ages proudly noted in their works that their heroes improved morally and physically through games, possessed common sense and logic. In the work "Khamasa", which brought the great Nizami (1981), world fame, and consisting of several poems, including such as "Khosrov and Shirin", "Treasury of Secrets", by modern authors such as Ordubadi (2005); and Chemenzeminli (1976), it is shown that national games have become an integral part of the life of the heroes of their works. They have achieved great results with constant training. In particular, scenes of struggle are described, when rivals prove to each other who is stronger.

Well-known specialists in the field of pedagogy (Ushinsky, 1975; Makarenko, 1983) and others, as well as a number of Azerbaijani researchers, namely (Kyazimov, 2002; Agaev & Samedov, 2005) and others in their research highly appreciate the role of play in the formation of a person's personality. Among the researchers of folk pedagogy, Gashimov & Sadikhov (1993), emphasize that national games are the most valuable of what folk pedagogy has: *"Games play an exceptional role in the formation and development of personality. Especially for children, play is a serious means of education, it is a school of physical improvement"*.

In general, researchers consider a wide range of issues related to national games. Akhundova (1994), considered them in connection with the education of preschoolers, Musaev (1963), in boarding schools, Jabbarly (2012), in grades and Hamidov (1994), in folk games arriving at the history of cultural values of the people, including those reflecting the game, are devoted to many interesting studies. As an example, we can refer to the works of Gugin (1997).

Before setting up the experiment, the goals, objectives, principles and methods of teaching games were preliminarily determined as priority means in the system of physical education. In addition, these priorities were investigated and analyzed in the framework of the requirements for the use of curricula in the subject "Physical education". Much attention was paid to the peculiarities of didactic national games, the principles of their classification; classifications were also carried out according to mobility, physical abilities, the impact on the development of spiritual-volitional qualities, the possibilities of intra-subject, inter-subject integration.

All this, as well as the judgments and samples of teaching methods that were tested, were taken into account in the experiment, the necessary explanatory work was carried out with the teachers. It was tested the planned national games only in the experimental classes, in the control classes there was no interference in the educational process. There, lessons were taught in the traditional way. Equal starting conditions were created for the experimental and control classes.

In order to study the degree of influence of national games on physical education (based on accepted standards), such types of experiments as defining, teaching, and testing were used. In accordance with the object of the study, tests and experiments were carried out on this problem several times. The experiment took place in the 2012/2013 academic year in the Baku city general education school No. 18 named after Mushvig in the IIIa and IIIb classes. Specifically, IIIa class was defined as experimental, and IIIb as control. During the period of the experiment, each of the classes was given sufficient attention and care, and the indicators on the cognitive abilities and motor abilities of the students were also taken into account. An exchange of views on the theoretical and practical foundations of physical education in the experimental class was also held with the teachers of physical education, in order to teach modern pedagogical technologies. The necessary recommendations and advice were given.

The teacher of the experimental IIIa class was provided with the necessary methodological material for organizing

and conducting games, in the control class, however, teaching was free, no one interfered in the learning process. The results obtained during the experiment were applied in other schools, both urban and rural. In the experimental IIIa grade at the educational stage during the academic year, folk games were used such as: "Grab the rope", "Plant potatoes", "Catch the runner", "Fishing", "Who will touch the ball", "Do not touch the other hand", "Lead through the yellow door", "Lying on your back, lift the whole body", "Climb obstacles and overcome them".

In order to gain knowledge on the principles and methods of teaching these games, to determine the ways to increase the cognitive activity and motor activity of children and their application, the teacher was given the necessary teaching aids and methods. In particular, it should be pointed out that in order to achieve general educational goals, it is necessary to establish interactive learning. It is necessary to clarify, through leading questions, the main stages of interactive learning, in particular, motivation, problem statement in order to make students think, creatively use interactive forms of work, exchange of information, organization and discussion of information, conclusions and generalization, their logical, creative application. The experiment was organized and carried out on the basis of methodological recommendations for the use of national games.

There were only 25 pupils in the experimental III grade, of which 22 were boys and 3 were girls. In the control class, there were 13 boys and 12 girls, a total of 25 people. At the decisive stage in each of the classes, a survey was conducted on the basis of the section "Information support and theoretical knowledge" of the subject curriculum regarding national games. The following questions were included in the survey before and after the experiment:

- What national games do you know?
- Explain the rules of the game that you know.
- Explain the importance of national games for health.
- Comment the rules of hygiene for the place of play and tools of the game.
- Explain the rules of safety, insurance and self-insurance in the game.

In these classes at the end of the school year, in order to clarify the results of the experiment, surveys were conducted. It was found that in each of these classes before the experiment, the answers to questions about national games were approximately the same. However, after the experiment, the situation changed.

In each of these classes on information support and theoretical knowledge, the situation has changed for the better. All this should be primarily explained by the increased responsibility of teachers for their work. During the period of the experiment, they did not act as observers, but showed the necessary activity, made certain efforts to achieve a result. The results obtained varied to a certain extent.

Along with the fact that the introduction of national children's games into teaching played a leading role in the formation of the norms and values of physical culture, it had a generally positive impact on the entire learning process. The decisive role here was played by the use of various kinds of national mobile, motor-intellectual, entertaining games in the educational process. The organization and conduct of games in physical education lessons contributed to the formation of students' greater interest and desire for better assimilation of the educational process, which, in turn, created the necessary basis for conscious participation in the implementation of the rules of the game.

In the same classes, the following indicators were used for the demonstration of executive skills and technical activities in national games of various directions:

- in games, activity is manifested (in connection with running, jumping, elasticity, etc.).
- knowledge of the game can be demonstrated (in connection with climbing, maintaining balance, etc.).
- the rules of safety are observed.
- the rules of hygiene are observed in relation to the place of play and equipment.

Analysis of the assessment of the questions asked in the experimental and control classes showed that in the experimental class the assessment of the role of national games in strengthening the body, goal, objectives, organization, hygiene, safety and insurance is more detailed (Table 1).

Table 1. Results of the assimilation of information support and theoretical knowledge by students on national games.

Questions	Before experiment	Can explain		Can't explain		After the experiment	Can explain		Can't explain	
		Total	in %	Total	in %		Total	in %	Total	in %
What national games do you know?	IIIa -25 academic.	4	16	21	84	IIIa -25 academic.	16	64	9	36
	IIIb – 25 study.	5	20	20	80	IIIb – 25 school.	9	36	16	64
Explain the rules for organizing the game you know	IIIa -25 academic.	3	12	22	88	IIIa -25 academic.	13	52	12	48
	IIIb – 25 study.	3	12	22	88	IIIb – 25 study.	8	32	17	68
Explain the health benefits of the game you know	IIIa -25 academic.	4	16	21	84	IIIa -25 academic.	14	56	11	44
	IIIb – 25 study.	4	16	21	84	IIIb – 25 study.	8	32	17	76
Explain the hygiene requirements for the location of the game	IIIa -25 academic.	3	12	22	88	IIIa -25 academic.	15	60	10	40
	IIIb – 25 study.	5	20	20	80	IIIb – 25 study.	9	36	16	64
Explain the rules of safety, belaying and self-belaying while playing	IIIa -25 academic.	2	8	23	92	IIIa -25 academic.	15	60	10	40
	IIIb – 25 study.	3	12	22	88	IIIb – 25 study.	7	28	18	72

Polls conducted before the experiment showed that both in the experimental and control classes, the game activity and the activity of the students were not high enough. It was roughly equal. This can be judged by the ratio of positive answers in percentages in Table 2.

Table 2. Demonstration by students in national games of various purposes according of their skills.

Questions	Before experiment	Yes		Not		After the experiment	Yes		Not	
		Total	in %	Total	in %		Total	in %	Total	in %
Games, activity is manifested (in connection with running, jumping, elasticity, etc.)	IIIa -21 academic.	6	29	15	71	IIIa -24 academic.	18	75	6	25
	IIIb - 23 study.	8	35	15	65	IIIb - 23 study.	10	43	13	57
Can demonstrate knowledge of the game (in relation to climbing, balance, etc.)	IIIa -21 academic.	4	19	17	81	IIIa -24 academic.	16	67	8	33
	IIIb - 23 study.	4	17	19	83	IIIb - 23 study.	8	35	15	65
Comply with the rules of safety	IIIa -21 academic.	3	14	18	86	IIIa -24 academic.	17	71	7	29
	IIIb - 23 study.	5	22	18	78	IIIb - 23 study.	11	48	12	52
Observe the rules of hygiene in relation to the place of play and equipment	IIIa -21 academic.	4	19	17	81	IIIa -24 academic.	14	58	10	42
	IIIb - 23 study.	3	13	20	87	IIIb - 23 study.	8	35	15	65

After the experiment, in each of the classes there were positive changes in the desire to take a close part in the game, in the corresponding activity and sports activity. The experimental class demonstrated great activity in the game, showed game skills. The students of the experimental classes significantly enriched their ideas about the rules of organizing games and their content.

In the experimental class, the activity, the level of playing skills, the ability to observe safety and self-insurance rules, the rules of hygiene at the place of the game and the equipment related to it, increased significantly. In each of the classes, in accordance with the number of students, the indicators were determined, which are given above. As you can see, negative indicators for all four parameters were higher in the control class. Note, that in these classes the influence of national games on the formation of spiritual and moral qualities in students was also analyzed. In the course of the game, the influence of the game on such qualities as good behavior, fighting qualities, solidarity, etc. was investigated arriving at:

- The discipline, exemplary behavior is shown.
- Fighting qualities, sincerity and truthfulness are demonstrated.
- Solidarity, collectivism and patriotism are manifested.

Before the experiment, it became clear that the issues of the influence of national games in the experimental and control classes on the assimilation of patriotic feelings, the education of the concept of truthfulness and sincerity, the formation of wrestling qualities and collectivism were not fully mastered either by teachers or students. The games were held only with the aim of replacing one lesson with another, so that the children would not stand idle, the teachers could have a kind of "rest", and the children played catch-up, jumped, and had fun as best they could. During the educational process, the personal orientation of games was not taken into account, their role in the development of children's cognitive skills, the formation of independent thinking, in labor, aesthetic, patriotic education, in preparation for defending the homeland, play, as an important means in a joint and independent struggle for their vital interests.

If the results obtained are analyzed, it becomes clear that there are certain positive changes in the control class. At the same time, it became clear that here, in comparison with the experimental class, the dynamics of indicators in terms of spiritual-volitional indicators is lower than in the experimental class. The pupils of the experimental class demonstrated a strong will and national moral qualities, an active life, wrestling position. The table 3 shows the dynamics of the development of these factors.

Table 3. Influence of national games on the spiritual and volitional qualities of students.

Questions	Before experiment	Yes		Not		After the experiment	Yes		Not	
		Total	in %	Total	in %		Total	in %	Total	in %
Discipline is manifested, exemplary behavior	IIIa -22 academic.	4	18	18	82	IIIa -25 academic.	20	80	5	20
	IIIb - 23 study.	4	17	19	83	IIIb - 23 study.	14	61	9	39
Demonstrate fighting qualities, sincerity and truthfulness	IIIa -22 academic.	3	14	19	86	IIIa -25 academic.	19	76	6	24
	IIIb - 23 study.	4	17	19	83	IIIb - 23 people	13	57	10	43
Show solidarity, collectivism and patriotism	IIIa -22 academic.	5	23	17	77	IIIa -25 academic.	20	80	5	20
	IIIb - 23 study.	5	22	18	78	IIIb - 23 study.	13	57	10	43

From the above, as well as from observations of the mood of students, their interest and aspirations for classes, cognitive and motor activity, it can be concluded that the introduction of nationally mobile, motor-intellectual entertainment lessons into the content of physical education lessons, first of all, contributes to the formation of a conscious attitude towards the perception of lessons.

Students' comprehension of a number of facts, namely: national games have an ancient history, reflect historical events, emerged as an integral part of the socio-political, socio-economic, every day and cultural life of the Azerbaijani people, are a significant part of the modern socio-political, cultural life of society, contribute to the formation of an active life position. At the same time, this created the basis for the following: in the development of life knowledge, skills and abilities; the formation of spiritual and volitional qualities important for each person (purposefulness, fighting qualities, solidarity, humanism). All this, taken together, contributed to the formation of the mental qualities necessary for learning, the creation of the basis for the manifestation of the necessary activity and activity. Students learned to show exemplary behavior, truthfulness and sincerity, patriotic feelings in physical education lessons, and in other lessons.

During the national games, their possibilities of influencing the development potential and physical fitness of students were also investigated. Note that the role of national games in the physical development of the organism of younger schoolchildren was investigated in these classes through outpatient examination of children.

Height, weight and chest volume were measured. It became known that there are small differences between physical development in each of these classes. Games, selected for the experiment, forms of motor activity, were applied in the experimental class. In the control class, the classes were conducted on a traditional basis, using didactic opportunities and appropriate methods. As a result, certain differences were identified. In the experimental class, the physical functional potential was much higher than the corresponding indicators in the control class. After the experiment, the weight of the experimental class increased by 2.83 kg for girls, and 3.29 kg for boys. In the control class, these indicators were 2.25 kg and 2.36 kg, respectively. These and other data are shown in Table 4.

Table 4. Influence of national games on the potential of physical development of students.

Physical development indicators	Months	III experimental class		III control class	
		boys	girls	boys	girls
Weight, kg)	September	31.66	22.73	31.45	26.41
	May	34.95	26.56	33.81	28.66
	growth	3.29	2.83	2.36	2.25
Height (cm)	September	133.44	128.3	136.18	133.3
	May	137.47	132.3	139.81	136.75
	growth	4.33	4.00	3.63	3.45
Chest volume (cm)	September	62.73	56	62.54	62.16
	May	64.91	58.4	64.09	63.5
	growth	2.18	2.4	1.55	1.34

In addition, it should be emphasized that the growth of physical development indicators in the control class is associated with the purposeful and consistent use of a specific methodology in organizing and conducting games. In particular, this was facilitated by such factors as the national spirit of the games, the richness of their plot content, learning in the local climate and national mentality. As a result, we observe positive dynamics in the development of such anthropometric indicators as height, body weight, chest volume. In the experimental class, positive changes in physical development were observed in both boys and girls. It is clear that development also proceeded along an ascending line within the framework of general age development. The natural development of children is determined by the patterns of growth and development, daily mobility, travel, walks, hikes, mobile excursions, among other factors.

The development of physical fitness of students is a correct, consistent and systematically organized pedagogical process. Here, along with the use of new educational technologies, it is also important to use every day different, rich in national techniques and games. Considering all of the above, the impact of national games in physical education lessons on the educational process as a whole was also carried out using tests. The tests concerned the following parameters:

- Check of mobility: shuttle run 3 × 10 meters.
- Speed-power: to do 8 consecutive long jumps with two legs together.
- Strength: for boys and girls - to do sit-ups.

In each of the classes, before and after the experiment, the rate of change in physical fitness was tested. Two points are striking here. Before the experiment, the indicators of physical fitness of each of the classes were approximately the same, did not differ significantly from each other. On the other hand, in the physical training of schoolchildren in each of the classes, natural age-related changes in development were observed, which is associated with the patterns of their physical training.

After the experiment, it became clear that the children from the experimental class in terms of their physical fitness to a certain extent outstrip their peers from the control class. That is, the difference is related to the intensity of children's development. As a result of the experimental study, it was determined that the speed of physical formation of younger preschoolers during various interesting national games increases. There are many untapped opportunities here. As can be seen from the facts given in the table 5, by a number of indicators the experimental group is ahead of the control group.

Table 5. Influence of national games on the speed of development of physical fitness of schoolchildren.

Questions	Before experiment				After the experiment			
	Boys IIIa 21 account Expert. class	Girls IIIa 3 section Expert. class	Boys IIIb - 11 study. Control class	Girls IIIb - 12 students Control class	Boys IIIa 21 account Expert. class	Girls IIIa 3 section Expert. class	Boys IIIb - 11 study. Control class	Girls IIIb - 12 students Control class
Mobility test: shuttle run 3 × 10 meters (seconds)	10.23 (214.9)	10.63 (31.9)	10.47 (115.2)	10.54 (126.5)	10.13 (212.8)	10.46 (31.4)	10.35 (113.9)	10.44 (125.3)
speed-power: do 8 consecutive long jumps with two legs together (in meters)	9.50 (199.55)	8.1 (24.3)	9.13 (100.5)	7.97 (95.7)	9.57 (201)	8.66 (26)	9.32 (102.6)	8.48 (101.8)
Strength: to do sit-ups	3.66 (77)	4 (12)	3.18 (35)	3.16 (38)	6.47 (136)	6 (18)	5.63 (62)	5 (60)

The results of the study show that the correct approach to the application of the practice of national games in the physical education of schoolchildren can contribute to the development of skills of mastering national outdoor games. In

particular, it should be emphasized that various interesting games can affect the moral and psychological qualities of schoolchildren, the way of life, their cohesion, dynamism in physical maturation and development. The main condition here is to take into account a number of factors, such as the realities of education and learning when organizing physical education lessons, extracurricular activities, patterns of growth and maturation of the body, modern pedagogical technologies, climatic conditions, the school environment, including the existing sports facilities, etc. At the same time, the personality of the teacher plays an important role.

Taking into account the results obtained and the interests and needs of younger students, the following proposals can be implemented:

- To Teach the subject “Physical education” based on the practice of national games and exercises.
- In educational curricula on physical education, specific and generalizing educational and methodological recommendations for the implementation of national games in educational activities should be reflected. The curriculum should take into account the realities of education, the skills of students, the system of material and technical supply, the opportunity to play games for all student contingent.
- It Is necessary to periodically publish consultations and recommendations in the form of books and brochures on the pedagogical foundations of using national games in the educational process, prepare video recordings; all this should be used in refresher courses, lectures, seminars and trainings conducted here.
- National entertaining games should become a strategic goal in the formation of physical culture, in the form of daily exercises (morning hygienic gymnastics, health improvement activities, holidays and various celebrations), it is necessary that this has become a common, systemic phenomenon in life.

CONCLUSIONS

Games are an integral part of the national physical culture of the people, while possessing the ability to introduce customs and traditions into the consciousness of people, awareness of the national characteristics of the people, the transmission from generation to generation of the historical, cultural, life past, educational heritage, the formation of the correct ideas of the individual about moral and ethical values. At the same time, games contribute to the information support of younger students, the enrichment of their theoretical knowledge, an increase in the level of physical exercises performance, the formation of spiritual and volitional qualities, being an inexhaustible treasury

of knowledge and skills. In addition, games contribute to interethnic integration developing in the context of multiculturalism and tolerance among the peoples of the world.

To achieve successful mastering of educational standards, it is necessary to take into account the importance of such factors as the content of national games and the effective use of pedagogical technologies. It is important to consider the following factors here:

1. teaching national games based on subject curricula is aimed at realizing a number of socio-pedagogical goals and objectives, especially cognitive activity and physical development. As a result, personality-oriented people and citizens are formed. To achieve this goal, it is necessary to proceed from the national and secular values of physical education, that which meets the needs of society in comprehensively developed personalities, forms psychological and pedagogical qualities, contributes to the improvement of physical activity, intra-subject and inter-subject integration, development, based on democratic and humanitarian values, cognitive abilities and psychomotor activity.

2. The use of the optimal principles of interactive learning in teaching national games, aimed at a comprehensive solution to the problem, should be assessed as one of the successful goals in education. The fact is that an integrated approach to teaching creates the need and the basis for not only interdisciplinary, but interdisciplinary integration. For example, the use of visualization allows not only focusing attention on the learning process, but also makes it more interesting, convincing, as a result, students confidently make motor attempts, their mood improves, they perform the task consciously and actively.

3. Analysis and assessment of national games should be carried out by both students and teachers, exercises should be regulated and consistent with each other. It is necessary to strive to study the wishes and suggestions of students, increase their interest in games, direct their attention to the main goal, on the topic of the lesson. That is why it is necessary to strive to use attractive and varied games of an entertaining nature in learning, to achieve the correct distribution of responsibilities among children, to analyze the learning process in order to master the essence of this type of activity, to ensure that children have the skill to analyze and study the situation with the game as such.

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