



APPLICATION OF GAME AND COMPETITIVE TEACHING METHODS IN THE FORMATION OF MOTOR SKILLS AND ABILITIES OF STUDENTS

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Annotation

The article states that in the practice of physical education, the choice of teaching methods that are adequate to the level of physical fitness, optimal motor activity and age characteristics of students is becoming especially relevant. In this regard, interest in the use of playing and competitive methods has increased.

Keywords: game method, competitive method, components of game activity, motor skills and abilities, motor qualities

In recent years, in the practice of physical education, the choice of teaching methods that are adequate to the level of physical fitness, optimal motor activity and age characteristics of students has become especially relevant. In this regard, interest in the use of play and competitive methods has increased.

The game method is a way of organizing the mastery of special knowledge, skills and abilities, the development of motor qualities, based on the inclusion of the components of game activity in the learning process (an imaginary game situation, plot, role, actions with objects, rules).

The competitive method is a method based on the inclusion of the components of competitive activity in this process.

The game method can be presented in the form of a game and in the form of exercises in a game form, which, having common features characteristic of game activity, nevertheless differ from each other. Physical exercises in a playful form are motor actions, selected in accordance with specific tasks of physical education and having a plot or role-based coloring. They have one or several characteristics of play activity, but remain essentially physical exercises, since the nature of their implementation is





completely subordinate to the laws of the technique of a given motor action, the load on the body can be strictly dosed, and the trainee's attention is focused on the technique. performing the studied action. The components of play activity, interacting with learning, make it more attractive to children. The role has a stimulating effect on the performance of actions in which this role finds its embodiment, and the model embedded in it becomes for the child a standard with which he compares his own performance, controls it.

The game is a kind of activity, in which the motor actions used cannot be called exercises, since they are not subject to the regulation of the methods of their implementation and strict dosage. In the game, motor activity is organized on the basis of a figurative or conditional plot, the nature and methods of performing actions are subordinate to the logic of the game process, their choice occurs in a changing environment. In the game, along with the formation of motor skills and skills, the development of motor qualities and the upbringing of various personal qualities are carried out.

The competitive method provides for the use of the competitive principle as a subordinate to the goal of training. Its defining feature is the comparison of forces in the struggle for superiority, for the highest possible achievement. The object of competitive activity can be not only the result, but also the quality of the performance of a motor action, which is quite widespread in primary school age. Setting up for competitive activity causes in children the desire to show their strengths as much as possible. For example, in the course of our study, children under conditions of competition significantly improved their results in jumping, running on 30 meters, shuttle running, throwing in comparison with indicators under conditions of a direct task.

The use of game and competitive methods allows to develop motor qualities in their interconnection, as well as to optimally combine the process of developing physical qualities and forming motor skills. Both methods can be represented by various techniques, and game and competitive means in the learning process are distinguished according to the following indicators:

- according to the predominant orientation (on the formation of motor skills and abilities or the development of motor qualities);
- in relation to the studied motional action (containing separate elements of motional action, integral motional action, various combinations of motional actions, methods of fulfillment of motional actions in changing conditions);





- in relation to the developed motor quality (for the development of strength, speed, endurance, dexterity, speed-power qualities, complex improvement of motor activity);
- by the method of inclusion in the learning process (short-term, distributed with periodic inclusion, distributed with constant inclusion).

We undertook a study of the effectiveness of play and competitive methods in the process of teaching motor actions of junior schoolchildren. The results of the study showed the adequacy of the methods used to the tasks of physical education of primary school students and their age characteristics. It was also found that the success of the application of both methods depends on the correspondence of games, game tasks and elements of competition to the logic of the educational process, to specific learning tasks. The ability of the teacher to select the means of teaching is also decisive.

In the process of teaching each motor action, three stages are distinguished, they contain certain phases of mastering the educational material. Work in stages differs in the essence of the tasks being solved.

At the stage of familiarization with the technique of motor action, we used the final exercises of an imitative nature. Children, imitating the actions of animals, representatives of various professions, etc., learned to determine the main characteristics of movements and compare their own performance with a given pattern, which contributed to an increase in children's consciousness and activity in the learning process. We used movements that were close to those studied in terms of the technique of execution, which were encountered earlier in the motor experience of children, contributing to the creation of a correct idea of the studied motor action. For example, playing with stones helped to master the technique of throwing the ball at a distance and at a target. We also widely used the method of role-playing.

At the stage of learning a motor action in the learning process, exercises in a game form and games containing elements of the technique of the learned motor action were included. The exercises were used to increase children's interest in the action being studied. We also tried to form in children an idea of the significance of a given motor action in the practical activity of a person. For example, when teaching the long jump, children were offered the role of soldiers in a situation where they need to overcome many obstacles in a short period of time, for which it is necessary to jump well. This is how the motive for learning was formed. In this situation, the children were more attentive and active.



The competitive method at the stage of learning a motor action was used in the form of a competition, the object of which was indicators of the quality of the motor actions performed (“Who is more correct?”, “Who is more accurate?”). Relays were also used, containing the performance of a learned action in conditions familiar to students. In contrast to the game method, in the competitive method, the qualitative or quantitative indicators of the implementation of motor actions, known to children in advance, were compared, the implementation of which was subordinated to the laws of the technique of the studied motor action. In order to implement the principle of conscientiousness and check the correctness of children's ideas about the exercise technique, we gave the players of the competing teams the opportunity to determine the correctness of the exercises, to identify errors.

At this stage of training, the ability of children to perform motor action under standard conditions was assessed. At the stage of improving a motor action, as is known, the task is to bring it to the level of skill, that is, to achieve freedom of its implementation, expedient speed, variability and automatism. Our research allowed us to conclude about the effectiveness of the use of outdoor games at this stage, containing the performance of an improved action in combination with others, where this action is an integral part of more complex movements. In such games, the methods of performing a motor action depend on the specific conditions of the game situation and are subordinate to the goal of the game, its concept and plot, and the attention of children is focused not on the technique of performing a motor action, but on its external conditions and goals, which contributes the formation of the child's ability to determine the dynamic, spatial and temporal parameters of movement.

When improving a motor skill, one should use not a simple multiple mechanical repetition of the same exercise, but a repetition in which the motor action qualitatively changes depending on the requirements of the game situation. Problematic situations that arise in the course of the game and require an urgent choice of the construction of motor activity make it possible to improve the child's mental functions: perception, attention, information processing, etc.

With the help of the competitive method, we tried to form in children the ability to apply motor skills in conditions of limited time and great emotional stress, which is quite often encountered in various life situations. Good results were brought by the use of relays, containing the fulfillment of: sequentially several studied motor actions; two motor actions at the same time; a combination of motor actions, in which one of them caused difficulty in performing the other. For example, while improving the



throwing of the ball at the target, the children were given the task to run to the place of throwing, to throw, to pick up the ball and return to the place where the relay was passed; when improving catching and throwing a large ball during movement in a circle, throw the ball up and forward, catch the ball and pass it to the next participant (circular relay with the ball); when improving a somersault, after performing it, pass it without losing balance on a gymnastic bench. Naturally, such relay races can be used only after the children have mastered well all motor actions.

The game and competitive methods are valuable in that they make it possible to simulate the conditions for the fulfillment of motor actions, to create game situations, taking into account their complexity and adequacy to situations encountered in life. They also help to instill in children in team games and competitions skillfully selected and built by the teacher, the skills of joint activity, cooperation to achieve a common goal. The effectiveness of both methods depends on their application in strict accordance with the specific learning objectives.

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