

**THE CONTENT OF THE FORMATION OF MORAL AND VOLITIONAL QUALITIES
OF THE DEVELOPERS OF THE PREPARATORY GROUP THROUGH THE
CORRECT SELECTION OF ACTION GAMES**

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Abstract: This article describes the formation of physical and moral qualities in preschool children through the use of mobile games, mobile games and their use, types of mobile games and their development tasks in children.

Key words: active games, preschool child, moral and volitional qualities, formation, development, patience, endurance, development.

Аннотация: В данной статье описано формирование физических и нравственных качеств у детей дошкольного возраста посредством использования подвижных игр, подвижных игр и их использования, виды подвижных игр и задачи их развития у детей.

Ключевые слова: активные игры, ребенок дошкольного возраста, морально-волевые качества, формирование, развитие, терпение, выносливость, развитие.

Introduction

Physical development in preschool children is facilitated by the widespread use of active games to strengthen their moral and volitional qualities, as these games help develop patience, endurance, and willpower in children. Through these games, the child's oral speech develops well and he or she has the opportunity to communicate more quickly with his or her peers. This directly reflects the socialization of children. Through active games, new ideas and new games begin to emerge in the child. It is recommended to play active games outdoors, as it is important for the child to be able to move freely during these games. A physical education instructor should consider the following main tasks when organizing and conducting active games: To help foster children develop normally physically, improve their health, develop their stamina, and increase their overall work capacity.

To provide children with the necessary knowledge and develop the necessary movement skills that will allow them to move freely in a variety of movement conditions. To develop in preschoolers mental and willpower qualities that will help them in life. To arouse children's interest in various games, physical exercises, as well as adherence to the regime. To develop in the pupils the necessary knowledge and skills to independently organize and conduct active games. In the process of carrying out such tasks, it is necessary to achieve the formation of moral norms in children, as well as the fulfillment of aesthetic and labor education tasks. The role of

the educator as an organizer and educator in conducting active games is very responsible. The process of teaching the game should be organized in such a way that it instills in children feelings of camaraderie, patriotism, and a proper attitude towards socially useful work. Choosing the right game and playing it correctly with children in the preparatory group is very important. However, choosing and playing the game alone does not always solve educational tasks.

In order to achieve good results in the field of educational work, it is necessary to properly organize the teaching process.

In this regard, it is very important that the organization and conduct of active games always have an educational character. The game leader can only organize each game correctly from an educational point of view if he knows the children's team well, is familiar with the content and rules of each game in detail, and can demonstrate high pedagogical skills during the teaching process. Children demonstrate their character and personality traits during play. This allows the teacher to get acquainted with the various characteristics of children and to timely prevent their negative traits, such as disorganization, over-impulsivity, and violation of the rules of the game. In this way, the teacher directs the game in a specific way and fosters in the students a sense of honesty, courage, camaraderie, and a sense of duty to the team.

At the same time, the educator helps children in every way to show creative initiative without violating the rules of the game. Sometimes the educator may give a task that is more difficult to solve, which causes difficulties in the physical activity of children in accordance with their age, as a result, the child begins to master this task with difficulty, and physical stress may occur.

Therefore, the process of organizing and conducting active games for children should be educational in nature.

What should be the methodology for teaching action games? What should the game leader pay attention to?

The educator should use didactic principles in the process of teaching pedagogical games and ensure their constant implementation. The educator explains the content, objectives, and rules of each game to students while teaching them.

A conscious attitude to the game allows you to learn it correctly, understand your mistakes and successes, and analyze your actions in relation to the actions of your friends. It is not good to blindly imitate the teacher when learning a game or certain exercises. The actions taught by the educator and understood by the students should help develop organizational skills in children.

This is achieved by appointing a group leader, referees and assistant referees from among the group's leaders who can lead the group to conduct the game. The educator must ensure that the games played by the students involve overcoming certain difficulties in achieving a goal, ensuring that each task performed during the game is completed and that the obstacles are gradually made more difficult as they are overcome. This teaches children to be hardworking and strengthens their willpower.

In the process of preparing for the game, the educator determines the specific tasks of the game. It is necessary to take into account that these tasks are appropriate for the age of the children and that the children will not have difficulty, that is, they will be able to perform them. One of the most important aspects of explaining a game is its imagery. This is especially important when telling a story-based game, as it helps the players to play their roles correctly. The game leader should reinforce the verbal explanation by demonstrating some of the actions in the game in order to ensure a good understanding of the game content. It should not be forgotten that the

educator should consider the specific tasks of the game when explaining the game and demonstrating the actions, and using instructional aids.

For example, when teaching children a new game, and when it is necessary to repeat some elements of the game technique, it is necessary to take into account the specific tasks of the game. When planning games, it is necessary to take into account their content and interrelationships, and to base them on the main tasks of physical education of children of a certain age.

For example, newly acquired knowledge and skills should be linked to previous ones, and previously acquired knowledge and skills should be reinforced with new ones. Thus, games gradually become more complex, new games are learned. This helps children develop new movement skills and improve previously learned elements of technique. In order to achieve thorough mastery of movement skills, as well as knowledge previously acquired in the game, it is necessary to regularly repeat and consolidate the material. But this does not mean that the same games should be repeated regularly. In this case, the leader should consider repeating a certain number of games that are different in content and ensure that the students master the games thoroughly. The teacher should regularly check the children's play. The educator must create the necessary mood in the players, arouse interest in a particular game, and teach them to play independently. Each game should be continued to the end, until it is fully mastered. It is also not good to frequently replace one game with another. However, this does not mean that the game should be continued until the participants get bored.

The game should be completed without waiting for the children to get tired, but depending on how much it affects them. How long the game lasts depends on the number and age of the players, the nature and pace of the game, the amount of technical equipment (appliances), the weather, and other factors.

He must regulate and control the course of the game based on the emotional state of the players, and know its purpose, meaning, and importance. The need for students in the preparatory group to follow the rules of the game should always be the focus of the teacher's attention, because following the rules of the game is of great educational importance. The referee must set an example of fair refereeing, record the mistakes of the players without haste and objectively, and force each player to obey the general rules. It is necessary to sensitively monitor the uniformity of conditions for all players, especially in group games. It is recommended to determine the turn of the parents in order to give each child the opportunity to determine their own learning and knowledge in the main role in the game. The most important condition for ensuring the implementation of the game is discipline and the strict establishment and strict adherence to this discipline.

This depends mainly on the educator.

Thus, providing the growing younger generation with proper education, organizing active games taking into account their age, and teaching them hard work and patriotism along with moral and strong-willed qualities through active games serve as the basis for the formation of teamwork, teamwork, leadership, and communicative qualities in the students.

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