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Applications of Mobile Games with the Elements of A Single Combat at Lessons of Physical Culture

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Abstract:
This article sheds light on the studies of specialized games with elements of martial arts at high schools, as well as defines the development of physical characteristics while using specialized games during physical training classes. Based on the results of the study, the corresponding conclusions are drawn.

Keywords: *Martial arts, physical characteristics, mobile games, methodology, questioning, cumulative adaptation, research, physical culture.*

INTRODUCTION

The rich fund of impellent abilities and skills , acquired in school age, and also physical, intellectual, strong-willed and other qualities becomes base for fast and high-grade mastering of professional - labor and other special impellent actions and further physical perfection in mature age. The huge role in physical development and education of children belongs to game - major kind of children's activity. It is an effective means of education of child`s personality, his moral - strong-willed qualities, and also development of physical qualities and formation of impellent actions. The mobile games contain conditions promoting high-grade development of the person: unityof cognitiveand emotional spheres, external and internal actions, collective and individual activity of children.

The analysis of the scientific - methodical literature, both domestic authors and foreign shows that the rather plenty of scientific researches is devoted to questions of physical education and in particular, use of mobile games with children of different age., (Ачилов А. М., Акрамов Ж.А., Гончарова О.В., 2008; Керимов Ф.А., Юсупов Н. 2003; Былеева Л.В., Коротков И.М. 1982, Глазырина Л.Д., 1999; Жуков М.Н., 2004; Яковлев В.Г., Ратников В.П., 1997 etc.). It is important to reveal levels of development of physical qualities of schoolboys of different age, experimentally to prove effective means and methods of education of these qualities, to define allowable physical loadings atlessons. Recognizing that a number of the experts allocate "sensitive" periods of development of physical qualities of children of younger school age it is necessary to continue search of effective techniques on perfection of these qualities, that in many respects would promote maintenance all-round physical preparation of the schoolboys and creation of necessary base for the further physical perfection. In this connection the decision of the given problem is a rather urgent direction in perfection of educational process.We carried out questioning in 18 secondary schools among 42 teachers of physical culture. From the questioning follows: all respondents consider that the mobile games are necessary for applying at lessons of physical culture and also all respondents consider that with the help of mobile games it is possible to develop such physical qualities as dexterity, flexibility, speed and other qualities, but only 10 % from them use mobile games during realization of the lessons of physical culture.The

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results of our researches have allowed to reveal a number of the important questions connected to a problem of perfection physical preparation of the schoolboys. The received data have confirmed the large importance of lessons of physical education for maintenance of harmonic physical development all-round physical preparation, creation of strong base for achievement of high sport results. With the help of pedagogical experiment the validity of the put forward hypothesis of job was checked. The given experiment was a method of study of efficiency of innovative pedagogical technology of process of intensification of physical education organized according to our development in fixed time in secondary school with children of younger school age. The basic features of the given technique of organization of physical education consist in the following (fig. 1):

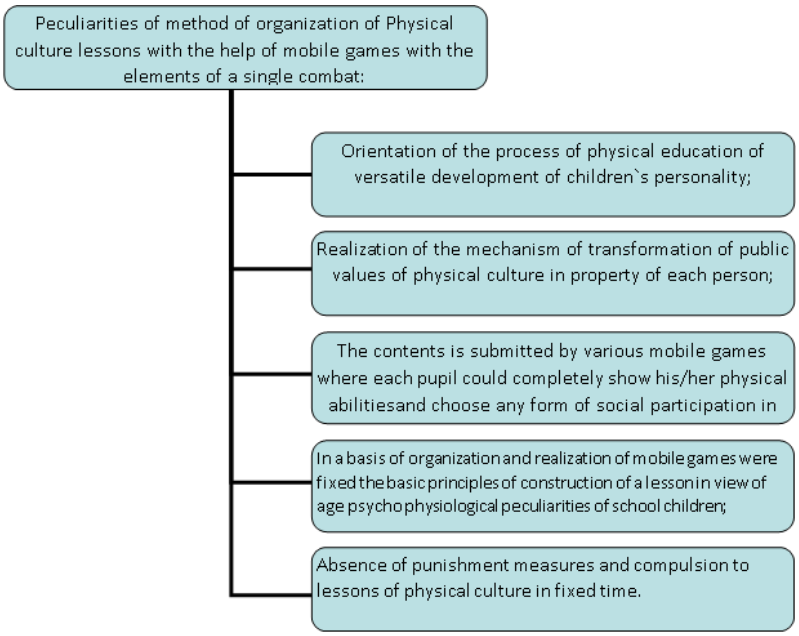

Fig.1. Features of a technique of organization of lessons of PhC with the help of mobile games with elements of single combat.

The mobile game concerns to those displays of game activity in which the role of movements is brightly expressed. Advantage of mobile games before strictlydosed exercises that the game is always connected to the initiative, imagination, creativity, proceeds emotionally, stimulates impellent activity. The mobile games, as a rule, do not require special preparation of the participants. The same mobile games can be spent in various conditions, with the large or smaller number of the participants by various rules**.**The realization of mobile games in our experiment was carried out in some stages: preparation for game, game, discussion of game and rewarding of the winners, to interest children in game, to carry away them. It is necessary to achieve conscious discipline, honor performance of rules and duties assigned to the players. In mobile games it is difficult to take into account opportunities of each participant, and also his physical condition in the given time. It is necessary to ensure optimal loadings. Intensive loadings should be alternated to rest. To adjust game is possible by various methodical receptions (fig. 2):

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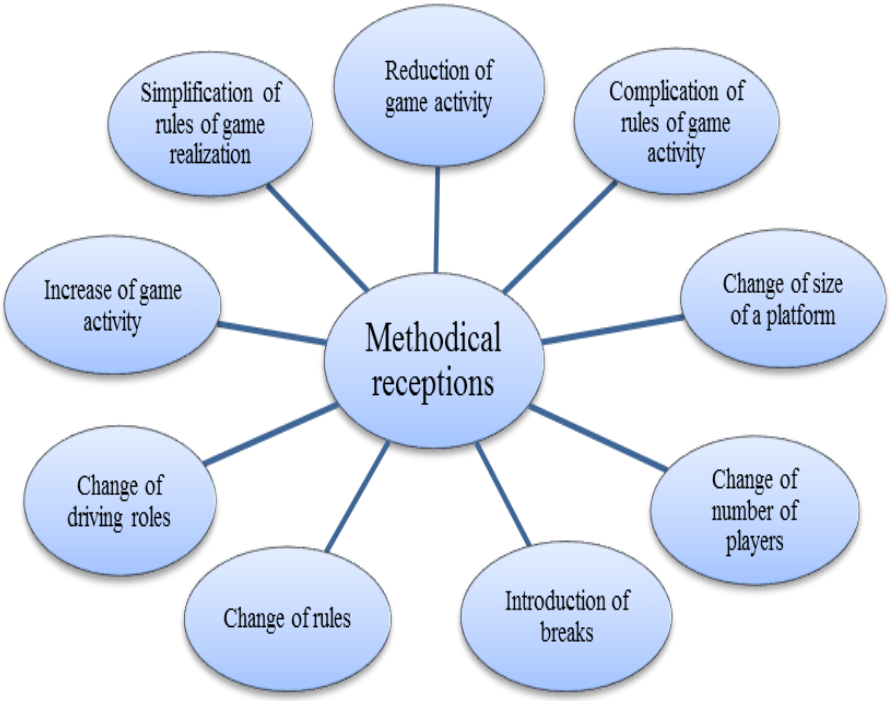

Fig. 2.Methodical receptions promoting to correct organization and realization of mobile games at a lesson of physical education.

The duration of game depends on character of the game, conditions of lessons and structure engaged. The chief is obliged to finish game when children have not overtired yet, to show interest to it when their actions are active and are emotional. It is also determined by us that depending on complexity of game and tasks solved during lesson, the chief is recommended to take into account the following aspects (fig. 3).At organization of command mobile games it is necessary to remember that it is interesting to children to play when teams are approximately equal on forces. Therefore, making teams the teacher should know game forces of the participants well enough and - in process of need - strong-willed decision to adjust them.

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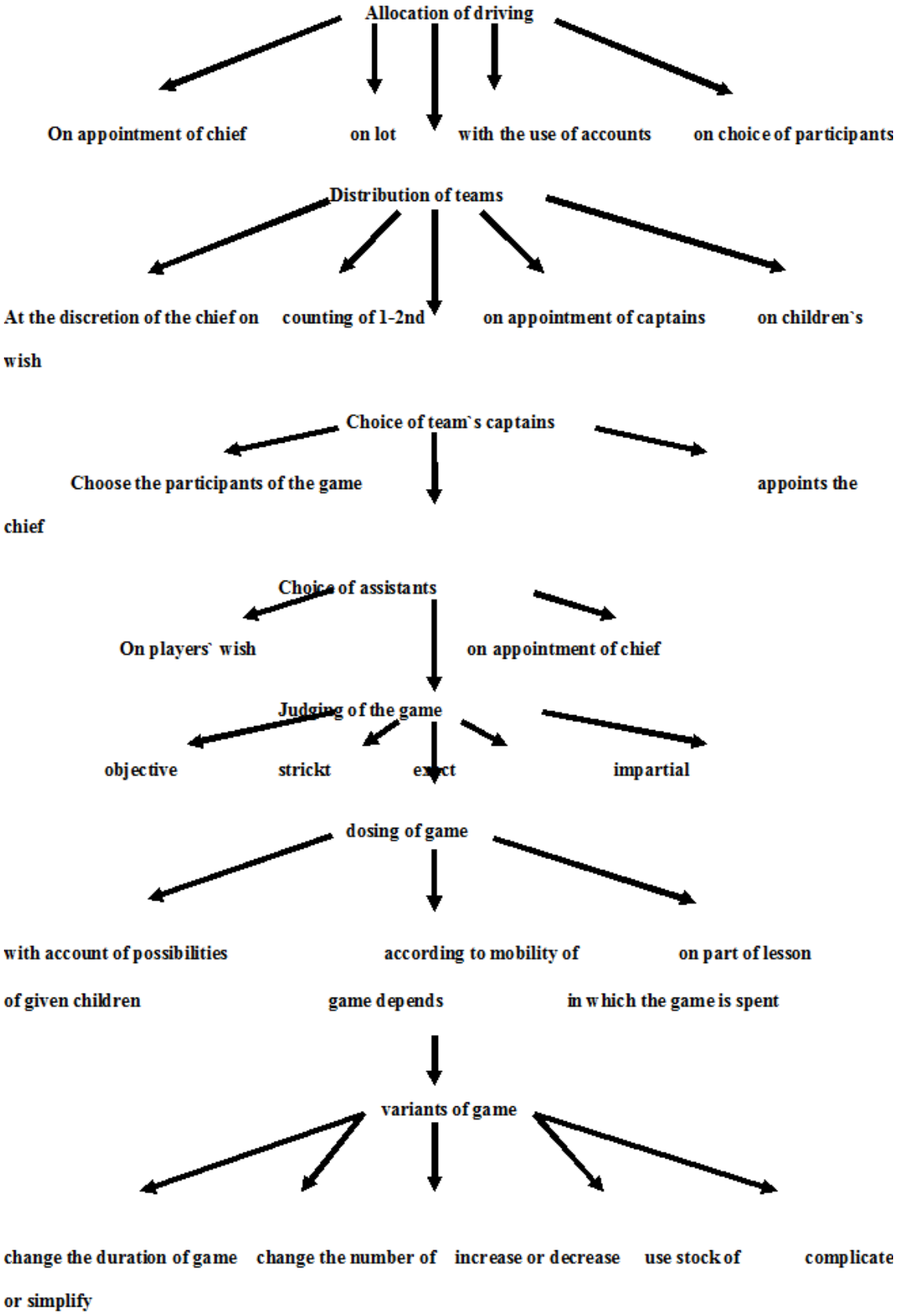

Fig. 3. The organizing-methodical instructions on realization of mobile games with elements of single combat.

It is necessary to learn children maximum conflictless patterns of drawing up of teams in free game activity, for example:

- Account in order (the players are counted 1-2nd or 1-3rd of the man depending on number of the made teams);
- Creation of teams at the choice of the captains (the captains in turn cause the players to the team);
- Creation of constant teams which act in any games in the same structure, etc.

Mobile games help shape complex processes of mental activity, logical thinking, imagination, memory. Contributing to the emotional state of trigger, outdoor games allow the body to strengthen, increase its resistance, shape behavior, cultivate moral, qualities and organization. We also found that the leader must take into account some aspects and complexity of the game.The systematic and gradual increase in the load on children is based on the mechanisms of quick and cumulative adaptation of human body as an important principle for the use of mobile games when working primary school children. Rapid changes occur as adaptive reactions of an organism to constantly changing environmental conditions. They arise only as a result of direct external influences of a certain nature and disappear as soon as external conditions caused by them are eliminated (for example, as a result of child`s participation in the games only once).Cumulative adaptation is characterized by adaptive changes resulting from constant repetitive external influences (increased ability to work under the influence of the game program and other planned psychosocial symptoms). Properties required as a result of cumulative adaptation are stable and persist for a long time after external influences are exhausted. This type of adaptation increases the level of functionality of organism, and its adaptive systems acquire a new qualitative state. As a result there is a gradual increase in the body`s capabilities, its development.

If the process of cumulative adaptation for a long time is not supported by the new effects of such influences, the body will again lose its acquired properties and adapt to new conditions of peaceful life. A practical conclusion follows from this, which is important for understanding the importance of ordinary games: they should not be interrupted for a long time and a rest between them should be optimal. Games should be played in such intervals so that the effectiveness of each subsequent game can close the traces of previous games, developing and reinforcing positive changes.

The pedagogical experiment was spent at school №18. The schoolboys of younger classes have taken part in the experiment. In a basis of experiment the main attention was directed on use of mobile games from the manual of Kerimov F., Yusupov N. " Mobile games for kurash ", (2003). Two thirds of the class of an elementary school took part in experiment. 20 pupils were selected in each class. Children of the class 3 "A" were determined in experimental group, children of the class 3 "B" were involved in control group. The experiment was spent within one half-year. During pedagogical experiment in control group the lessons were spent under the traditional circuit. In experimental group lessons were spent on the technique developed by us where the mobile games with elements of single combat were classified by eleven attributes: games with subjects, without subjects, on training of impellent actions, on development of physical qualities, in parts of lesson, on development of tactical thinking, mobile games for moral - strong-willed preparation, mobile games for selection in sports, for formation of attacking actions, for formation of protective actions, for regulation of an emotional condition. For an estimation of a level of development of physical qualities in our experiment the following control specifications were used: run on 30 m, run on 60 m, jumps in height (by Abalakov), jumps in length from a place, jumps in length from start and throwing of a tennis ball on range. In initial results under 6 control specifications described above it is not revealed of authentically statistical distinctions between groups, both among the boys and the girls. It allows to judge that in researched groups were picked up engaged having an identical level of physical preparation.The

received results in parameters of the specification run on 30 m (sec) testify to approximately identical speed of the schoolboys of researched groups. The average parameters of the boys of CG have made 5,9±0,24 sec., groups EG - 5,8±0,20 sec. (t=1,3; p> 0,05). The average data of the girls are accordingly equal 6,0±0,12 sec. and 5,9±0,2 sec. (t=1,3; p> 0,05). The initial control tests in run on 60 m also have shown that the groups have no authentic statistical distinctions. Results in run on 60 m of the boys - 11,1±0,28 sec. and 10,9±0,17 sec. (t=1,1; p> 0,05), of the girls accordingly 11,1±0,16 sec. and 11,0±0,21 sec.(t=1,1; p> 0,05). Initial results in jumps in height (by Abalakov) of the boys of CG26,7±1,96 sm, EG 27,6±1,76 sm (t=1,2; p> 0,05), the average parameters of the girls are equal: in CG 24,5±2,45 sm in EG25,7±2,28 sm (t=1,2; p> 0,05).In the control specification - jumps in length from a place - the initial data also have shown that the groups have no essential distinctions (fig. 8). The results in CG among the boys have made 138,1±4,25 sminEG–138,6±8,92 sm (t=0,2; p> 0,05), the average parameters of the girls in the given specification accordingly are equal 139,0±3,6 sm and 138,9±6,9 sm (t=0,04; p> 0,05). In the control specification - the jumps in length from start - are received the following data: the boys of researched groups - 239,7±11,6 sm and 239,4±11,6 sm (t=0,1; p> 0,05), the average parameters of the girls are accordingly equal: 239,0±3,28 sm and 240,6±10,04 sm (t=0,5; p> 0,05). In last control specification - throwing of a tennis ball on range - the comparative analysis of average parameters of the boys has made: 21,7±3,36 m and 23,2±2,85 m (t=1,2; p> 0,05), the average data of the girls are equal: 20,0±2,29 m and 20,1±2,34 m (t=0,1; p> 0,05).As it is visible from the submitted above statistical material in the beginning of pedagogical experiment the comparative analysis of average arithmetic sizes of the researched groups received from children has revealed that the distinctions between groups are not authentic (p> 0,05). It testifies that children for experiment are picked up with an identical level of physical preparation.By the results received at the end of the pedagogical experiment positive dynamics of growth of physical parameters was marked. During realization it was established that the boys from CG on parameters of physical preparation have improved the results in run on 30 m from5,9±0,24 sec. up to 5,7±0,25 sec. (t=2,1; p< 0,05). On other parameters of physical preparation the authentic shifts is not revealed. The following changes are marked: in run on 60 m from11,0±0,28 sec. up to10,9±0,24 sec. (t=1,0; p> 0,05); in jumps in height (by Abalakov) from 26,7±1,96 sm up to 28,3±1,72 sm (t=1,1; p> 0,05); in jumps in length from a place from 138,1±4,25 sm up to 139,0±4,3sm (t=0,5; p> 0,05); in jumps in length from start from 239,7±11,6 sm up to 245,2±12,2 sm (t=1,2; p> 0,05); in a throwing of a tennis ball on range 21,7±3,36 m up to 23,4±2,98 m (t=1,4; p> 0,05). The pedagogical supervision which have been carried out in CG have revealed that the separate parameters describing a level of physical preparation of the schoolboys were improved however of authentically statistical distinctions was not observed both of the girls and the boys.Among the boys of EG on termination of pedagogical experiment the comparative analysis of the received data also was carried out. The analysis of results testifies the following: in run on 30 m there was a significant improvement of result from 5,8±0,2 sec. up to 5,4±0,25 sec. (t=4,5; p< 0,001); in run on 60 m the result was improved from 10,9±0,17 sec. upto 10,6±0,26 (t=3,5; p< 0,01); in jumps in height (by Abalakov) from 27,6±1,76 sm up to 30,1±1,8 sm (t=3,6; p<0,01); in jumps in length from a place from 138,6±8,92 sm up to 147,0±8,5 sm (t=2,5; p< 0,05); in jumps in length from start from 239,4±11,6 sm up to 254,2±9,95 sm (t=3,6; p< 0,01); in a throwing of a tennis ball on range from 23,2±2,85 m up to 24,5±1,86 m (t=1,4; p> 0,05). The analysis of the received data is submitted in a fig. 4.

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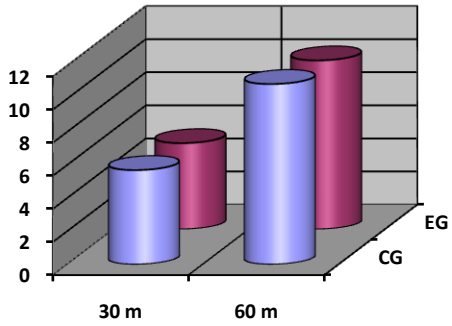

Fig. 4.The comparative analysis of parameters in run on 30 m and 60 m at the end of experiment of the boys of researched groups.

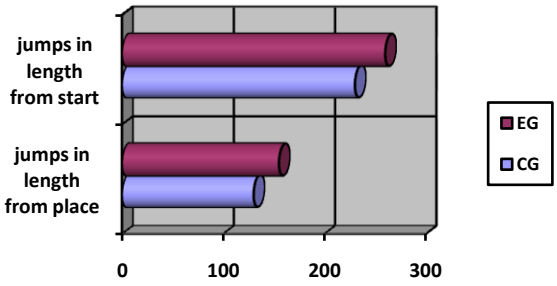

Fig. 5.The comparative analysis of parameters in jumps in length from a place and from start in the end of PE of the boys of researched groups.

The results of physical preparation submitted on a fig. 4 and fig. 5 clearly testify that in EG the results of the boys engaged on a technique offered by us much higher than of the boys of group of CG engaged on traditional system of physical education. For the period of realization of the given experiment in EG where the experimental technique was introduced there were obvious authentic shifts in 5 parameters of the control specifications. In CG the authentic shifts only in one parameter - run on 30 m ($p< 0,05$) are found out. For evident comparison of efficiency of use of the offered technique we shall result results of control tests between the boys of CG and EG at the end of the pedagogical experiment. Salokhiddin. D. Nurmurodov, Alisher. K. Rasulov, Nodir D. Turahadjaev, Kudratkhon G. Bakhadirov. "Development of New Structural Materials with Improved Mechanical Properties and High Quality of Structures through New Methods Using New Type of Plasma Chemical Reactor. American Journal of Materials Engineering and Technology Vol. 3, No. 3, 2015, pp 58-62.On termination of the pedagogical experiment the comparative statistical analysis of average parameters of the control specifications of the boys of researched groups has revealed the following data: the results in run on 30 m were improved in CG -5,7±0,25 sec., in EG –5,4±0,25 sec. ($t=3,08$; $p< 0,01$); in run on 60 m accordingly 10,9±0,24 sec. and 10,6±0,26 sec. ($t=3,08$; $p< 0,01$); in jumps in height (by Abalakov) - 28,3±1,72 sm and 30,1±1,8 sm ($t=2,6$; $p< 0,05$); in jumps in length from a place - 139,0±4,3 sm and 147,0±8,5 sm ($t=3,02$; $p< 0,01$); in jumps in length from start - 245,2±12,2 sm and 254,6±9,95 sm ($t=2,1$; $p< 0,05$); in a throwing of a tennis ball on range - 22,4±2,98 m and 24,5±1,86 m ($t=1,1$; $p> 0,05$).Analyzing received data testing of the girls on termination of the pedagogical experiment we have revealed that the girls of CG had improvement of results however authentically statistical distinctions are determined only in the specification run on 30 m from 6,0±0,12 sec. up to 5,8±0,15 sec. ($t=3,6$; $p< 0,01$). Under other specifications the following changes are revealed: in run on 60 m the result was improved from 11,1±0,16 sec. up to 11,0±0,17 sec. ($t=1,5$; $p> 0,05$); in jumps in height (by Abalakov) – from 24,5±2,45 sm up to 26,4±2,24 sm ($t=2,0$; $p> 0,05$); in jumps in length from a place –from 139,0±3,6 sm up to 140,8±3,65 sm ($t=1,2$; $p> 0,05$); in jumps in length from start –from 239,0±3,82 sm up to 242,0±9,15 sm ($t=1,3$; $p> 0,05$); in a throwing of a tennis ball on range –from 20,0±2,29 m up to 21,7±2,44 m ($t=1,8$; $p> 0,05$). Tashkent State Technical University, 2015.168 p.Thus, despite of improvement of results the authentically statistical distinctions of the girls of CG for the period of realization of the pedagogical experiment are revealed only in the specification run on 30 m

(p<0,01). The rest of 5 parameters of the control specifications of authentically statistical distinctions is not revealed (p> 0,05).

Let's consider the received data of the comparative analysis of average parameters of the control specifications of the girls of EG upon termination of the pedagogical experiment. The results of testing of the girls of EG upon termination of the pedagogical experiment testify to obvious authentic shifts in parameters of physical preparation. So, the results in run on 30 m were improved from 5,9±0,2 sec. up to 5,6±0,15 sec. (t=4,1; p< 0,001); in run on 60 m–from 11,0±0,21 sec. up to 10,8±0,16 sec. (t=2,7; p< 0,05); in jumps in height (by Abalakov) from 25,7±2,28 sm up to 29,5±3,04 sm (t=3,5; p< 0,01); in jumps in length from a place –from 138,9±6,9 sm up to 144,6±3,17 sm (t=2,6; p< 0,05); in jumps in length from start –from 240,6±10,04 sm up to 255,1±9,3 sm (t=3,7; p< 0,01); in a throwing of a tennis ball on range –from 20,1±2,34 m up to 21,9±2,35 m (t=1,9; p> 0,05). Thus, in 5 of 6 control specifications of the girls of EG the authentically statistical distinctions are revealed. Summarizing results of the spent pedagogical experiment, it is possible to ascertain that the offered technique allows considerably to improve parameters of physical preparation of the schoolboys. Analyzing the received data it is possible to ascertain that the girls of researched groups also had non-uniform improvement as a result of the control specifications. As it is known from the earlier stated statistical materials the results of the girls of two groups in the beginning of the pedagogical experiment initially did not differ, the authentically statistical distinctions were not revealed. However on termination of the pedagogical experiment between results of CG and EG of the girls the authentically statistical distinctions in 5 control specifications are observed. By the end of the pedagogical experiment organized by us we observed high average arithmetic sizes on four parameters of the girls from EG.

So, the results in run on 30 m in CG make up 5,8±0,15 sec., in EG – 5,6±0,15 sec. (t=3,3; p< 0,01); in run on 60 m in CG - 11,0±0,17 sec., in EG – 10,8±0,16 sec.(t=3,0; p< 0,01); in jumps in height (by Abalakov) - accordingly 26,4±2,24 sm and 29,5±3,04 sm(t=2,85; p< 0,01); in jumps in length from a place - accordingly 140,8±3,65 sm and 144,6±3,19 sm (t=2,7; p< 0,05); in jumps in length from start – accordingly 242,0±3,15 sm and 255,1±9,3 sm (t=4,6; p< 0,001); in a throwing of a tennis ball on range - 21,7±2,44 m and 21,9±2,35 m(t=0,2; p> 0,05).Thus, from 12 investigated parameters in CG there were significant changes only in two (16,7 %) parameters, and in EG authentic changes were observed in 10 parameters (83,3 %). Thus, as against traditional methods of realization of lessons of physical education the efficiency of physical preparation with application of mobile games with elements of a single combat occurs much faster and at the least expenses of time. Due to this the opportunity to intensify the process of development of physical qualities by purposeful application of the specialized mobile games with elements of single combats is created, that will allow to pay more attention to the development of all physical qualities and to increase a general level of physical preparation of children. The results of pedagogical supervision show that the application of mobile games with the elements of single combats in educational process promoted increase of general density of lessons on 11,4 % and motor density on 8,7 %.

CONCLUSION

As we mentioned earlier, a comparative statistical analysis in both groups shows that methodology we developed is much better. Thus, unlike traditional methods of physical education, the effectiveness of physical education can be improved faster and in less time by using special outdoor games with elements of martial arts. Thus, it is possible to accelerate the development of physical qualities with the help of special game movements with elements of martial arts. This allows us to pay more attention to the development of all physical characteristics and the overall improvement in the physical fitness of children. Summing up the research, we can conclude

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that the application of the experimental method can improve the organization of physical education, the development of physical qualities and increase the overall level of physical fitness of elementary school students.The implementation of this method aimed at the development of all physical qualities, had a positive impact on the physical fitness of students. The pedagogical experience confirms the effectiveness of using this method in the future so that teachers will be able to differentiate and improve the physical qualities of students. Differentiation of the volume, intensity and content physical activity during physical education lessons provided a more qualitative change in the process of developing physical abilities of students in experimental group.The prevalence of students in the experimental group is confirmed by the results of a physical fitness test. The experimental method made it possible to develop the physical characteristics of the researches. The use of a special method for the targeted use of special games, such as martial arts, helped to develop motivation for action in children, in particular, to increase motivation for physical activity at school and the need for extracurricular activities.Thus, the targeted use of special games with movement, which are elements of martial arts, facilitated the differentiation of physical fitness and improved overall performance, as well as the general condition, mood and health of students. This is usually the first sign of motivation for regular exercise.

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