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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DEVELOPING THE PHYSICAL TRAINING OF 10-12 YEAR-OLD
SCHOOLCHILDREN THROUGH ACTIVE GAMES AND THE GAME “BALL TO
THE GOAL”****Sh.Tulaganov**

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ABOUT ARTICLE

Key words: general physical training, “Ball to the goal”, active games, exercises.

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Abstract: In the article, methods for increasingly influencing the comprehensive physical improvement of the new sporting game “ball to the goal,” which is being developed in our country, are used as the primary means of general physical training of the main exercises selected from the sport. A diverse selection of exercises ensures the expansion of movement and capabilities, improves the physical training of players through active games, and adapts them to the new game “ball to the goal”.

Introduction. Developing children's health and the full development of their bodies is one of the main problems of modern society. The foundation for good health, well-rounded physical training, and harmonious physical development must be established in preschool children. Today, there is a demand for constantly changing living conditions in modern society. To solve this social order, it is necessary to take into account not only the development of the

child's intellectual potential but also their full physical development, taking into account the age characteristics of the individual.

In the formation of a comprehensively developed child's personality, great importance is attached to active games. At this age and younger, they are viewed as the primary means and method of physical education. Active games, as an important means of physical education, not only have a health-improving effect on the child's body but also develop physical qualities through running, jumping, throwing, catching, climbing, and other movements.

Methods. Developing the physical development and physical training of children aged 10-12 using active games and the "Ball to the Goal" game. To promote the game of rugby among youth through the "Ball to the Goal" game. Training athletes capable of defending the honor and dignity of our Motherland and people in the future

Objective of the research:

Analysis of scientific and methodological literature on the topic;

Identification of physical development indicators for school-age children aged 10-12;

Experimental substantiation of the physical training level of 10-12 year old children using the "Ball to the Goal" game.

Research methods: analysis of scientific and methodological literature, pedagogical observation, pedagogical testing, mathematical and statistical methods.

Research organization: The experimental group consisted of 10 students (25 participants) from secondary school No. 64 in the Mirzo-Ulugbek district of Tashkent. As a result of the rapid development of modern theory and practice, as well as the increasing requirements for education, it is necessary to effectively organize lessons through the use of modern methods for developing children's physical training.

Results and discussion. To properly organize the physical education, physical development, and pedagogical development of 10-12 year-old schoolchildren, it is necessary to define specific tasks based on a study of the children's physical condition. It is advisable for the selected exercises to be based on movements and to correspond to age, training, and gender. Furthermore, these exercises must be simple, understandable, familiar, and manageable for the students. Considering the above, we,

determination of flexibility on the gymnastics table (cm);

standing long jump (cm);

Shuttle run 10x4 (sec);

throwing a rugby ball behind the head (meter) exercises were used to determine the physical fitness of students and compare the results at the beginning and end of the experiment.

Table 1

Results obtained to determine the physical training of 10-12 year old schoolchildren (at the beginning of the experiment)

No	Name of participants	Year of birth	Height (cm)	Weight (kg)	Flexibility on the gymnastics table (cm)	Long jump (cm)	Running 10x4 (sec)	Throwing a rugby ball from behind the head (meter)
1.	R.U	2013	157	44	6	167	10,20	6,20
2.	F.A	2014	149	40	4	140	10,11	7,50
3.	N.A	2013	165	43	3	158	10,09	5,80
4.	I.H	2013	150	39	6	210	10,67	6,50
5.	SH.SH	2014	159	40	4	180	10,74	5,50
6.	H.T	2013	143	38	4	151	11,05	6,40
7.	SH.F	2013	143	32	5	165	11,00	7,10
8.	R.F	2014	147	38	5	172	11,10	5,20
9.	R.A	2013	160	55	3	140	11,21	6,30
10.	H.A	2014	156	43	6	163	10,09	6,90
Average		11,5	153	41,2	4,6	164,6	10,63	6,31

Moral education is also of great importance in active games. Children learn to act in a team and to comply with general requirements. The presence of rules and the requirement to comply with them help strengthen the emotional connection between children. Achieving general harmony depends on mutual assistance efforts. The basis of action games and the “Ball to the Goal” game lies in the fact that they are based on actions necessary for various life activities, and these actions are carried out under different conditions. When choosing a game, it is necessary to consider the age of the children; high or low mental development also plays an important role. Based on the general goals of physical education for school-age children, we will consider the main tasks solved when teaching active games and the “Ball to the Goal” game. These include health-improving, educational, and upbringing tasks.

Children aged 10-12 and younger, as a rule, strive to run or run as fast as possible. They set a goal to go to a certain place. This task encourages the children to move faster. Children should be taught exercises aimed at developing endurance. The “Ball to the Goal” game is more suitable for performing these tasks.

1. Multiple muscle groups.

2. The sequence of muscle tension and relaxation.
3. Use of technically simple movements.
4. The ability to adjust the speed and duration of execution.

A number of sports and active games with elements such as running, jumping, catching, etc., better meet these requirements. When planning games, attention is paid to what actions have been mastered by the children and at what level. Children's health must be taken into account when planning games.

Table 2.

Results obtained to determine the physical training of 10-12 year old schoolchildren (at the end of the experiment)

№	Name of participants	Year of birth	Height (cm)	Weight (kg)	Flexibility on the gymnastics table (cm)	Long jump (cm)	Running 10x4 (sec)	Throwing a rugby ball from behind the head (meter)
1.	R.U	2013	157	44	8	170	10,05	6,50
2.	F.A	2014	149	40	5	145	9,91	8,10
3.	N.A	2013	165	43	6	160	9,89	6,20
4.	I.H	2013	150	39	7	220	10,45	6,90
5.	SH.SH	2014	159	40	6	192	10,25	6,50
6.	H.T	2013	143	38	5	156	10,85	7,30
7.	SH.F	2013	143	32	6	168	10,75	8,20
8.	R.F	2014	147	38	8	175	10,80	6,80
9.	R.A	2013	160	55	5	145	11,03	7,20
10.	H.A	2014	156	43	9	168	9,85	8,10
Average		11,5	11,5	153	41,2	6,5	169,9	10,38

When comparing the results of students' physical training at the beginning and end of the experiment, it can be seen that flexibility on the gymnastics table (cm) averaged 4.6 at the beginning of the experiment and improved by 6.5 at the end of the experiment; standing long jump (cm) averaged 164.6 at the beginning and 169.9 at the end of the experiment; running 10x4 (sec) averaged 10.63 at the beginning and 10.38 at the end of the experiment; and throwing a rugby ball from behind the head (meter) averaged 6.31 at the beginning and 7.18 at the end of the experiment.

Table 3.

Results obtained to determine the physical training of 10-12 year old schoolchildren (% relative increase)

№	Name of participants	Year of birth	Height (cm)	Weight (kg)	Flexibility on the gymnastics table (cm)	Long jump (cm)	Running 10x4 (sec)	Throwing a rugby ball from behind the head (meter)
1.	R.U	2013	157	44	25,0%	1,76%	1,47%	4,62%
2.	F.A	2014	149	40	20,0%	3,45%	1,98%	7,41%
3.	N.A	2013	165	43	50,0%	1,25%	1,98%	6,45%
4.	I.H	2013	150	39	14,3%	4,55%	2,06%	5,80%
5.	SH.SH	2014	159	40	33,3%	6,25%	4,56%	15,38%
6.	H.T	2013	143	38	20,0%	3,21%	1,81%	12,33%
7.	SH.F	2013	143	32	16,7%	1,79%	2,27%	13,41%
8.	R.F	2014	147	38	37,5%	1,71%	2,70%	23,53%
9.	R.A	2013	160	55	40,05%	3,45%	1,61%	12,50%
10.	H.A	2014	156	43	33,3%	2,98%	2,38%	14,81%

Both results obtained during our research were determined as a percentage of relative growth using a mathematical calculation method. Accordingly, a diagram of relative indicators was determined using exercises such as flexibility on the gymnastics table (cm), standing long jump (cm), running 10x4 (sec), and throwing a rugby ball behind the head (meter). According to this, the average relative growth rate in the exercise for determining flexibility on the gymnastics table was 29.01%, the average relative growth rate in the standing long jump exercise was 3.04%, the average relative growth rate in the 10x4 running exercise was 2.28%, and the average relative growth rate in the rugby ball throwing from behind the head exercise was 11.62%.

Line chart 1

Line chart of the results obtained to determine the physical training of 10-12 year old schoolchildren (relative growth %).



1. blue - flexibility on the gymnastics table (cm)
2. brown - standing long jump (cm)
3. gray - running 10x4 (sec)
4. yellow - throwing a rugby ball behind the head (meter)

Conclusion. Thus, for any child from the moment of birth, the only way to understand the environment is through play. While playing, the child gradually enters adult life with the rules and possibilities of the game. Raising a healthy, physically prepared younger generation teaches them to understand the world while playing, to enjoy it, to explore the boundaries of permissiveness, to discover the rules of interaction, and to accumulate social experience.

The introduction of active games, the “Ball to the Goal” game, and competitive game methods into the physical education process for 10-12 year-old schoolchildren contributes to awakening children's interest in classes, increasing their general physical fitness, and ensuring a more solid mastery of the program materials.

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