

THE SIGNIFICANCE OF THE GAME IN THE DIDACTIC-METHODICAL BASEDNESS OF PHYSICAL EDUCATION LESSONS

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SUMMARY

A game is a form of activity that during the historical development of society provided the participants, but even today it provides a certain amount of fun and joy, as spontaneous activities through a huge variety of game types. In this paper, the attention is focused on the game as a practical value in an important social area such as physical culture, i.e. firstly, on sports where the outcome is prestige, then on recreational activities and, finally, on games that have a specific education value. The strategy of each of these games is determined by a set of rules that systematize the possible actions of each participant so that, from several combinations, the players opt for those moves that are the most rational for achieving the goal of a specific game.

In physical culture games, can be conditionally divided in relation to their specificities.

- *Sports, competitive games,*

- *Games in recreation,*

- *Games in school physical education,* in this paper special attention is paid to their educational value as essential content in school physical education.

Sports competitive games, articulated in sports categorized clubs with players of amateur or professional status, as individuals or in teams. For whom these activities represent a certain source of existence.

Games in recreation are the most common contents that are used as spontaneous activities in free time according to the participants' own choice, as well as other diverse activities, with the aim of improving health and thus the general quality of life. In recreation, apart from optimal physical activity, the victory over the rival is not in the first place, but more like mental stimulation for good fun and mood.

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Games in school physical education are the subject of interest in this paper, but more as a didactic category. First of all, from the point of view of intensively organized teaching, when it comes to the didactic structure of the physical education class, the goal is that the class represents a didactic unit, and the question of choosing those possible games for introducing students to work in the class, which are part of the methodology of training and practicing as biomechanical similar, is actualized. to the main task and are predominantly of a situational nature. Second, from the point of view of rationalizing the mechanism of motor stereotype formation, these games, as exercises, contribute to further sharpening the perception of muscle receptors that are engaged in performing the movements of the main coordination-technical task.

The paper shows:

- *sports games without and with a ball and*
- *a game with the traditional prop of a big screw*

Features of the *sports game*:

- contains dreamy elements of situational technique,
- the development of some cognitive ability such as the perception of space, the position of the players and their movement,
- develops agility and coping in new situations,
- affects the memory of some tactical elements and to the rational selection of tactical solutions

Features of the *game with a large screw* (passing under the spinning screw, overhanging the rope):

- improves the perception of situations,
- timely decision-making to react in order to achieve the goal,
- functional cooperation with teammates.

The work is illustrated with film and photographs:

- one handball game,
- three volleyball games,
- one basketball game,
- a game with a big screw.

Keywords: Sports games, recreation, physical education.

EXAMPLES OF GAMES IN PHYSICAL EDUCATION



• Numbers game / handball

The game is used to prepare students for class work when the basic technique of handball, such as passing and catching the ball in motion, has been mastered, and if the main part of the class is about training and practicing more complex elements of technique and basic tactics.

Game description: (in relation to the number of students in the class) the players are divided into two or more groups of 6-8 members, each in a limited space (half or a third of the field for each group) so that the players move continuously within that space ; the saki player in the group has a number from one to the nth (6th or 8) and has the task of passing the ball to the player with one number higher, and receiving it from the player with one number lower than his own.

For example. with six players: player number 1 adds to player number 2 this to number 3 and so on to number 6, this again to 1. Then, the same with two, then with three balls, but in this case, when the players are constantly moving, everyone's attention is to follow the movement of the player to whom he should pass, but also the player from whom he should receive the ball.

The most difficult variant is when the groups come together on one field. The game lasts five to ten minutes and the winner is the group with the least number of lost balls. The game can also be used at the end of class, so that the winner goes first to the locker room with the applause of the defeated. Thus, defeat is accepted as part of fun and good mood.



- **Five-minute Game with two baskets**

The game is organized with certain Rules:

- dribbling prohibited,
- no fouls ("rough play" allowed),
- a racket basket is not recognized
- allowed entry to the basket without guidance
- a basket outside 6.25 is worth 2 points and the others 1
- all players must be in the offensive zone for a basket to be awarded
- the defeated team carries the winners two lengths of the field



- **Quick change of place clockwise with different tasks:**

- fast walking,
- with a running step

The players are located in the four corners of one half of the volleyball court, divided into three groups of equal numbers.

Assignment:

At the teacher's signal, a quick change of place, first "occupying" the first next "house", then the second, third and back to your own "house". The group that reaches the assigned place first - the house - is the winner.



- **Saving with the ball**

- Quickly and skillfully pass the ball to a player without the ball and "save" him while he is caught by a certain player ("chase"):

- fast walking,
- by running

- **Ball catcher**

By deftly moving in half of the volleyball court, players with the ball (with two and more balls) catch the others without the ball, who try to escape from them:

- by fast walking
- with a running step
- hopscotch
- jumps



- **Three Touch Game**

On the half of the volleyball court from one side of the net to the line 3m. three players each, each player has the ball (servers), on the other side three players without the ball in the basic layout of attack preparation (receiver, setter, smasher):

- The exercise starts with a serving action (three serves) and continues with the organization of an attack from the other side of the court through:

- reception - with a "hammer" or fingers

- lifting,

- "smech" - or flicking with fingers

A triple, which returns the ball over the net with three connected touches, wins three points, and after all three serves can win a total of nine points.

Note: If the technical knowledge is insufficient to play all three doris in continuity, it is possible to catch the ball and throw it over your head and play it with the necessary technique in relation to the place in the basic schedule of attack preparation Then points are deducted for each failed touch.



- **Games with a big screw**

The students are in a column facing one side of the rotating screw open to the column:

1. Passing under a rotating screw with one "empty"*circle;
2. Passing under the bolt after jumping over the bolt with one hop;
3. Passing under the screw without an "empty" circle.

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*"Empty" circle means one turn of the screw when during that time no one passes under the screw or jumps over it in place



- **Rope pulls**

This is a traditional recreational-competitive game in various occasions of the sports life of children and adults and is always gladly accepted by all participants.

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