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# THE EFFECTIVENESS OF THE USE OF GAMING TECHNOLOGIES IN THE DEVELOPMENT OF DEXTERITY AND COORDINATION AMONG GIRLS AGED 11-13 IN A SCHOOL SETTING

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### Abstract

This article examines the role of physical education in developing agility and coordination in middle school girls, developing goal-directed interaction, and developing sustainable healthy lifestyle habits through the use of game technologies. The study examines the effectiveness of specific physical activities in developing long-term health behaviors and the psychological and social benefits of regular physical activity. The study highlights the importance of incorporating physical education programs into school curricula that are designed to promote not only physical health but also mental well-being in girls, and that tailored physical education activities can significantly contribute to the formation of positive health habits that continue into adulthood.



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**Keywords:** The concept of agility and coordination skills, game technologies, tasks, pedagogical experience, psychological and pedagogical effectiveness, scientific and pedagogical research, high school age, girls.

### Introduction

Today, one of the main tasks of physical education is to ensure the physical development of school-age children, especially girls. In particular, the functional capabilities of the body grow and expand rapidly between the ages of 11-13. Currently, the use of game technologies to improve motor skills such as coordination and agility is very effective. The development of motor functions and motor skills in school-age girls is a complex and gradual process. This process differs in girls depending on their physical and psychological development at this age. At each stage, the development of motor activity and physical qualities has its own characteristics. This period is considered the most active stage for the physical development of girls. The growth rate accelerates, they develop both functionally and spiritually, psychologically, muscles develop and endurance increases. Movements become more coordinated and precise. Girls can perform complex movements during this time, participate in sports, team training and other competitions. Exercises help improve strength, endurance, speed, flexibility and coordination. During this time, the level of physical exertion gradually increases.

Coordination is the ability to perform different movements together, while agility is the ability to perform movements quickly, accurately and flexibly. These characteristics are very important both in everyday life and in sports. Team games help develop social skills and teamwork skills. Girls test and develop their physical skills through games such as chasing, running and jumping.

Various technologies, games and exercises are used to develop agility and coordination in girls aged 11-13. This process is usually carried out through fun



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interactive activities, and is also aimed at implementing physical activity, improving coordination and ensuring overall well-being. For example, special sports exercises are used to increase speed, different steps and coordination exercises are used to ensure coordination. Also, different approaches are used in this process to make games interesting and motivating. Through this, girls develop both physically, psychologically and, of course, socially.

### Literature analysis and methodology

Based on the requirements of today's modern educational process, the development of science clearly shows the need to form a healthy lifestyle in our society, innovative approaches in the field of physical education, and the scientific research and experiments conducted in this field, as well as the preparation of methodological recommendations. Famous Russian pedagogical scientists who have made a significant contribution to the field of physical education and sports and pedagogy, who have worked in the Russian language, are L.P. Matveyev, A.D. Novikov, B.A. Ashmarin, M.Ya. Viliyansky. The views expressed in the textbooks and teaching manuals of B.A. Shiyan, as well as our scientists - Sh.Kh. Khankeldiev, A. Abdullayev, I.A. Koshbakhtiyev, E.A. Setkhalilov, F.A. Kerimov, M.R. Salomov, T.S. Usmonkhodjayev, R. Salomov, B. Usmonov and others, serve as an important scientific basis and support for the development and formation of physical education and its methodology.

Based on these scientific sources, it is of particular importance to systematically study and generalize the content of various technologies, games and exercises for the development of agility and coordination in girls aged 11-13, as well as the scientific foundations of their development, forms and means, methods and laws of teaching and learning.

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### Results and discussion

In our society, large-scale work is being carried out to form a healthy lifestyle, create conditions that meet the requirements of the time for the physical development of young people, for the population, especially women, to regularly engage in physical education and sports, to develop and direct school-age girls, recognizing the role of sports in our society, its health-improving and psychological, educational significance.

In all regions of our country, it has been determined that it is one of the purposeful and meaningful priority areas to interest school-age girls in mass sports and to promote their role in human life, their important role in the family and life, their spiritual and psychological significance, especially among girls aged 11-13, to protect adolescent girls who are entering life with great hopes and dreams from harmful habits, and to create the necessary conditions and circumstances for them to realize their abilities and talents.

Examples of active games in a school setting: "Who is faster?", "Jump into the hoop", "hit the ball at the target", "Relay run", "catch the ball", etc.

These and similar games develop quick thinking and agility, quick change of direction of reaction. Group and team games serve to form social qualities in girls such as free expression of their opinions, respectful attitude to peers and mutual assistance. This has a positive effect on their development as a person. It is known that the functional capabilities of the organism are always distinguished by some individual capabilities. Even in a group of people of equal age, gender and level of preparation, it is impossible to find two individuals with absolutely identical capabilities. There are individual differences both in the process of mastering movements, in the nature of the organism's reaction to physical exertion, and in the dynamics of adaptive changes in the organism.

The level of development of a person's physical qualities is determined not only by the functional (physiological) capabilities of human organs, but also by psychological factors, such as willpower.



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Through special sports training, it is possible to form girls' interest in certain types of sports.

**Gymnastics:** Gymnastics plays an important role in developing girls' flexibility, balance and coordination. This method improves body flexibility, strength and balance. Gymnastics teaches children to perform movements accurately and helps to strengthen muscles.

**Movement games:** Movement games are effective in developing girls' agility, speed and coordination.

**Sports training;** Girls' physical qualities, strength, endurance, speed and coordination are developed through sports training. Movement control and accuracy skills are strengthened through special sports (gymnastics, athletics, swimming, volleyball, etc.). Sports training forms discipline, determination and self-confidence.

**Individual approach and observation;** Individual training programs are created in accordance with the physical condition and abilities of each girl. This approach takes into account the needs of each participant and creates effective conditions for development. The exercises are gradually made more difficult by gradually increasing the load.

**Psycho-physiological development through motivational methods;** Motivational approaches are important in the development of motor functions. Girls' activity and interest are increased through games, competitions and competitions organized in a playful manner. They are encouraged and self-confidence increases by assessing and rewarding their achievements. These methods serve to effectively develop the motor functions of school-age girls. With the right approach, they develop strength, endurance, flexibility and coordination, and lead a healthy and active lifestyle.

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### The importance of game technologies in education

-Active games: increase students' interest in the lesson, provide safe, natural physical activity, develop positive emotions and psychological freedom in girls, and affect the effective development of coordination and agility.

-increase girls' motivation and interest; game technologies develop a competitive spirit and increase girls' self-confidence. Each well-executed movement evokes pleasant emotions and helps to participate in subsequent lessons. As a result, an internal demand for physical activity arises.

-offer physical exercises in a natural way; girls from 11 to 13 years old receive a load from active games that are appropriate for their age and physiological characteristics. To prevent overexertion, game conditions gradually increase the intensity and volume of the load during the lesson. -develop social activity and communication;

During the game, students actively communicate with each other, acquire the skills of teamwork, mutual understanding, and collaborative decision-making. Group and team games serve to form social qualities in girls, such as free expression of their opinions, respectful attitude towards peers, and mutual assistance. This has a positive effect on their development as individuals.

-reduces psychological stress; During the game, students actively communicate with each other, acquire the skills of acting in a team, reaching agreements, and making decisions together.

The development of agility consists, firstly, in developing the ability to master complex coordination movements, and secondly, in developing the ability to revise motor activities in accordance with the requirements of suddenly changing conditions. (L.P. Matveev)

Agility is the ability to quickly master new movements, the ability to quickly revise motor activities in accordance with the requirements of suddenly changing conditions. Agility is a complex and complex task that does not have a single criterion for assessing agility. In each individual case, depending on the



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circumstances, one or another criterion is chosen. Agility is a rather specific (specific physical, psychological functional quality) quality. For example, one can be agile in sports games, but not be agile enough in gymnastics. A vital type of agility is the type that manifests itself in skillful and precise movements with the hands with relatively little body movement.

Any movement, no matter how new it may seem, is always performed through old coordination connections. Schematically, it can be imagined that the student builds each new movement from a large number of coordination "pieces" of elements, each of which has been mastered and strengthened in the process of previous movement experiences. The more movement coordination base and movement skills a person has, the faster they can master new movements, and the higher their level of agility. The ability to quickly and in a short time adapt to the conditions of movement that arise when mastering any movement, depending on the situation, to perform movements is called agility.

The ability to perform a required movement act or activity in changing situations without great muscle tension or great energy expenditure is an aspect that is not given to everyone and is a special part of human abilities. A person with such an ability will be easier than others, regardless of whether it is a professional or sports competition, or a situation that requires life circumstances. Our people's proverb "He comes out of the mill alive" is also said to such people.

To develop agility, the previously learned and accustomed system of movements is replaced with new movements and mastered, and other elements are added to the mastered movement. This process is carried out through training, health training, healthy lifestyle physical culture exercises such as basketball, volleyball, handball, football, gymnastics, jumping and throwing types of athletics, water sports exercises, etc.

We need to know the simplest training methods used in the development of agility. They are:



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-performance of a coordinated movement act or movement activity in response to a given sound, sound, with a significant “relaxation” of the muscles;  
-climbing to various heights or running down, overcoming complex serpentines of various obstacles (artificial and natural);  
-agility is developed not in isolation, but in combination with other qualities, and the use of game and competition methods gives good results.

According to the research of M.A. Cherkov, agility manifests itself differently in the performance of professional or physical actions. This quality is closely related to the high degree of development of the muscles of the individual and the low, rapid occurrence and exchange of processes in the cerebral cortex.

Agility also depends on the rapid adaptability of the central nervous system, and its development is determined by this plasticity. From a psychological perspective, agility is the ability to perceive the conditions in order to perform one's own actions and those of the surrounding environment, and its level depends on the initiative of the practitioner. This quality of movement plays a very important role in demonstrating the speed and accuracy of complex motor reactions.

### Conclusion

In the development of motor functions of school-age girls, methods of psycho-physiological development through gymnastic exercises, movement games, sports training and special exercises, individual approach and observation, motivational approaches are of great importance. Through individual approach, motivational methods, girls' physical qualities, agility, strength, endurance and coordination are developed. These approaches help to form a healthy and active lifestyle.



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