

Main Directions of Physical Education in Primary Classes

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Abstract: *The article examines the increase in the effectiveness of physical education of students at the modern socio-cultural stage of development of post-industrial society, which depends on the development of methodology and practice of using educational technologies in physical education.*

Keywords: *children, school, physical education, culture, pedagogy, primary education system, technology.*

INTRODUCTION

Physical education of junior schoolchildren is the initial stage of physical improvement of the individual in a school environment. Physical education is the only subject in school designed to solve a set of problems aimed at improving the health and formation of comprehensive physical and mental development of students. In the process of classes, the child learns that part that is available and necessary for him at the moment, at a given age (at a given level of his physical and mental development). This goal is specified in the general objectives of physical education for primary classes:

- ✚ to give children the joy of movement and, on this basis, to develop and consolidate their interest in physical education and sports activities;
- ✚ teach schoolchildren physical education activities, motor skills and abilities that make up the school of movement, accessible to their age;
- ✚ achieve versatile physical fitness and proper physical development of students;
- ✚ improve the health of students and increase their mental performance;
- ✚ to form in children vital hygiene skills, skills and useful habits;
- ✚ promote harmonious development, moral education, formation and consolidation in the process of physical education and sports activities of positive character traits that determine the further development of his personality. For children of primary school age, the need for high physical activity is natural. It is laid down by the hereditary program of the individual development of the child and determines the need for constant reinforcement of the expanding functional capabilities of the organs and structures of the body [5].

The pedagogical process of physical education of schoolchildren must meet the needs of society and prepare healthy, physically educated students for life, subject to ensuring its safety. As much as personality improvement, the development of a child is carried out not only on the basis of knowledge, skills and abilities, but also by teaching the student to think independently and make decisions in life that are adequate to the circumstances. At the same time, development is built on the basis of the patterns of functioning of living nature, taking into account the age and other characteristics of children. The child's self-development is aimed at forming an active "I", teaching him/her the skills to develop himself in market conditions and after leaving school throughout his life.

The school takes on a certain portion of the child's physical education. However, without the participation of parents, the problem of forming full-fledged physical education cannot be solved. Here it must be emphasized that the most significant point in the physical education of a child during this period is the formation of a personal attitude towards physical culture, instilling in him an active position towards his health, body strength and hardening. It is clear that the example of parents, sisters, brothers, etc. will be the most important incentive for acquiring a sustainable habit of systematic physical exercise. Physical education lessons should be properly combined with other lessons in the school day schedule and evenly spaced in the weekly class schedule. Too long breaks between lessons (more than 3 days) lead to a decrease in their training effect. This is explained by the fact that the trace of previous physical activity persists for approximately 2-3 days. If the subsequent load is replenished after 3 days, then it is carried out as if for the first time, does not add up to the previous one and does not lead to a training effect. At the same time, improving the physical education of younger schoolchildren on the basis of established modern conceptual principles through the use of predominantly the motor component, when the needs, interests and individuality of the individual are almost not taken into account, is not possible, since it cannot lead to constructive results in the formation of physical culture children [3].

This problematic situation is a consequence of the lack of development of the cultural aspect of physical education and the homogeneous focus of the process on motor orientation. In the process of physical education, it is necessary, whenever possible, to provide an individual approach to students, taking into account their state of health, physical development, gender and physical fitness. Individualization of physical education is one of the eternal problems, as it is caused by contradictions between the collective form of education and personal characteristics of mastering the material.

With modern class sizes, experts see the only solution to this problem in the organization of differentiated education through differentiation of means, methods, and intensity of the educational process. Such training is carried out in groups made up of students with approximately the same level of preparedness (strong, average, weak). This approach does not eliminate, but always reduces the risk of physical overload for students. Within the framework of a group organization, the advantages of frontal and individual forms of organizing classes are combined. Differentiation into groups can be carried out according to various criteria: gender, physical development, physical fitness, learning ability, and interpersonal relationships of students. The issue of differentiation of children's physical education has repeatedly been the

subject of research by medical workers and physical education specialists [2].

One of the main approaches to improving the health of children is the development of programmatic and methodological foundations for differentiating the physical education of younger schoolchildren. Students assigned to the preparatory medical group for health reasons take part in physical education lessons together with students from the main medical group. Information about the anatomical and functional characteristics of students in the preparatory medical group contributes to the correct, comprehensive and effective organization of physical education. Such guys have a reduced overall reactivity of the body. Particularly noticeable during physical activity that requires endurance. At the same time, insufficient physical fitness negatively affects the psyche of such children during physical exercises [1]. Their motor activity is characterized by lethargy, inactivity, indecisiveness and shyness.

The result of education upon completion of each stage of training in the field of physical education ensures the creation of sustainable motivation and need for a healthy lifestyle, physical self-improvement, acquisition of personal experience, creative use of its means and methods, and achievement of an established level of psychophysical preparedness. This is achieved through structuring the content of education: highlighting information-cognitive, content-operational, practical and active components in it. Their holistic embodiment in the educational process allows us to ensure, during the formation of physical culture of the student's personality, such a development of his self-awareness in which he can claim that he has the necessary system of knowledge and beliefs, knows how to use them practically and creatively, and displays an active motivational-value attitude to this area of self-development, implements it in targeted socio-cultural development activities. That is the system of pedagogical influences addresses the child's inner world and, above all, his motivational sphere of consciousness [7].

They are practically not used in the physical education of students, although they have great potential (for example, in the formation of physical education knowledge in children). Modular learning technology is aimed at the structural organization of educational material. It can be used in organizing classes aimed at developing physical education knowledge and mastering types of physical exercise (athletics, gymnastics, sports games, swimming, etc.). To implement it, the teacher should develop training modules, prototypes of which are available in the specialized literature.

Game learning technology should be one of the main ones in the system of physical education of students, especially in the primary education system. Outdoor and sports games are used as the main pedagogical means. It is necessary to use this technology more widely when teaching the discipline "Physical Education" at school. More attention should be paid to physical education knowledge, methodological skills, and motor skills. It is important to design and use various types and types of role-playing, plot, plot-role-playing, plot-thematic, didactic, pedagogical, business, innovative, organizational-training, organizational-mental, organizational-activity and other games [4]. Organizational-pedagogical training should be educational in nature, therefore, when teaching the academic subject "Physical Education", educational technologies should be integrated and systematically used, based on the idea of personal integrity.

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