

EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME03 ISSUE04

DOI: <https://doi.org/10.55640/eijp-03-04-13>

Pages: 50-52



FEATURES OF CONDUCTING PHYSICAL EDUCATION CLASSES AT SCHOOL

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Key words: Physical, education, schoolchildren, culture, health problems, sports activity, motivation, problems.

Received: 20.04.2023**Accepted:** 25.04.2023**Published:** 30.04.2023

Abstract: The current state of the school education system requires more attention to the content and organization of the educational process in educational establishments, including physical education. The importance of exercise during the period of growth and development of children, during school years, can hardly be overestimated. Compulsory physical culture lessons in the learning process are established by normative documents regulating the organization of educational activities and describing the need to consider the individual age, psychological characteristics of students. In the following article the author tells us about the issues mentioned above and also shares some statistics describing the rate of sport activity of schoolkids and their motivation.

INTRODUCTION

Currently, many modern concepts that determine the content and organization of physical education in general education schools have been published (I. I. Suleymanov, V. K. Balsevich, L. I. Lubysheva, V. I. Lyakh, A. P. Matveev, etc.). There are various models of physical education of schoolchildren: applied models; models are primarily focused on the development of motor qualities; educational, sports, health-improving and correctional models aimed at the systematic formation of physical culture of each student, including complex models[1]. Physical education teachers can choose a specific technology when developing a program, which should help them achieve better results in solving educational and wellness tasks. In this regard, the question arises whether participants in the educational process are ready to follow the trend of modernization of the education system.

THE MAIN RESULTS AND FINDINGS

The processes of modernization of school education require a modern teacher to be able to quickly navigate the constantly updated content of education and develop an original teaching methodology, which will make it competitive in the educational services market. The survey showed that the majority

of teachers working in primary, middle and high school classes make extensive use of health - saving and gaming technologies (87%). Personal-oriented education is used by 81% of respondents. 62% of teachers working with teenagers, girls and boys implement the technology of different levels of education. However, developing learning technology, modular learning technology, information and communication technologies, research and design methods are not common in the practice of school physical education, despite the fact that teachers know about them[2]. The use of traditional approaches to the organization and content of school physical education leads to a decrease in the interest of schoolchildren. This is reflected in the revealed tendency to reduce the degree of satisfaction of teachers with the attitude of their students to the subject. For example, in elementary schools, 71% of teachers were satisfied with the attitude of their students to the lessons conducted, but in high school only 33% were satisfied. Teachers believe that the main reasons for the unsatisfactory attitude of students to the subject are a decrease in students' interest in physical education, as well as parents' inattention to introducing their children to organized motor activities. In turn, a survey of schoolchildren and their parents confirmed this fact: the number of students who like the subject "Physical Education" is decreasing (from 92% in primary to 76% in secondary and 68% in high school), as well as the number of those who want to attend these lessons (from 84% to 44%).

Previous studies [3] revealed a decrease in the number of parents who believe that physical education lessons should be compulsory: from 97% in primary school to 76% in high school, and an increase in the number of parents who believe that this subject should be excluded from the curriculum (from 3% to 21%). Parents, as the child grows, are less and less interested in his physical education and sports, giving priority to theoretical subjects. When asked what could increase interest in the subject of "Physical Education", the majority of primary, middle and high school students gave the following answers: the ability to choose the type of sports activity in physical education classes. To increase the interest of high school students, it is important to use modern equipment and equipment, as well as provide them with showers. The desire of younger students to actively participate in mass sports events can be judged by their responses. The survey of schoolchildren showed that the most interesting types of motor activity at a younger age are roller skating, cycling or scooter (60%), as well as team games (57%), running (53%) and swimming (52%). Team games are still popular in middle and high schools (69% and 64%, respectively). Toward the end of high school, students are increasingly interested in physical exercise using rowing machines (from 47% in middle school to 57% in high school). In order to better solve the problems of physical education, teachers should take into account the motives that encourage students to exercise when choosing a particular educational technology, since mandatory physical education does not solve the problems of forming healthy lifestyle habits and improving them. physical training.

Primary school students are motivated to engage in physical exercises and sports by the desire to improve their physical fitness (74%). 53% of respondents noted health protection and promotion, 36% - posture correction. In high school, the motivation is somewhat different - 68% of students perform exercises to increase the level of physical development, 64% - to improve their health. By adolescence, one of the leading motivations is the desire to improve your body (43%). In high school, health promotion is still a priority (62%), followed by the formation of a beautiful body (57%) and improving the level of physical fitness (53%). This is consistent with students' choice of a priority type of motor activity. Some students noted the desire to get a good grade in physical education regardless of the stage of training, as well as the opportunity to improve their physical performance. The development of personal qualities (will, character, and determination) in physical education classes becomes a motive

in middle and high school-39% and 40% of respondents, respectively, and in primary school-only 15% of children noted this motive. The opposite trend, which manifests itself in the desire to learn about a healthy lifestyle, was observed among the largest number of students who chose this motive, accounting for 21% and 3% in primary and secondary schools, respectively. When organizing the educational process in physical education, teachers, in addition to the interests and motivation of students, should take into account the degree of complexity of the curriculum and extracurricular activities related to theoretical disciplines. Increasing the complexity of the curriculum makes students more fatigued, which affects their subjective assessment of their condition after school, so if in elementary school 40% of students feel very tired by the end of the school day, in middle and high school this number is 58% and 64%, respectively. This can cause an overstrain of the psychophysiological mechanisms of the body of schoolchildren and a possible violation of adaptation processes. Without adequate material and technical support, it is difficult to achieve high results in the classroom.

CONCLUSION

Based on the obtained data, the problems faced by participants in the educational process in schools when introducing classroom forms of physical education are identified:

1. Lack of diversity in the technologies used by physical education teachers, when it is possible to make the process of teaching children diverse at different levels and stages, introduce modern physical education and sports technologies, add something new to the course of development of author's programs.
2. Attachment of parents to the problems of physical education of their children against the background of the growing role of family physical education.
3. Insufficient consideration of the leading motives that motivate the student to active motor activity, his personal experience, individual goals and values of learning.
4. Complication of the general education curriculum, especially towards the end of the school curriculum, when it becomes possible to draw up an individual plan for studying the content of the subject "Physical Culture" for schoolchildren.
5. Insufficient material and technical support of the physical education lesson, the need to use modern facilities and equipment in the educational process. The concentration of teachers on solving these problems will increase the effectiveness of school physical education in educational institutions.

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