

ORGANIZATION OF PHYSICAL EDUCATION CLASSES FOR PRIMARY SCHOOL STUDENTS

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Annotation

This article discusses the organization of students' activities in physical education classes at school. Raising young people and improving the quality of providing them with modern knowledge and forming a well-rounded personality for our society are among the main goals of the education system. All actions taken in the process of continuous education are important in achieving this goal. The study of the problem of studying the ways and conditions for organizing physical education classes for students is a reflection on the deeper penetration into the problem of national education.

Keywords

education, school, students, physical exercise, circuit training, physical education, training, coach, tool.

Introduction

At present, a stage is underway in our country aimed at revealing the potential opportunities of the educational process through the practical implementation of a modern education system. Educators are currently striving to increase the effectiveness and quality of learning by introducing innovative technologies into the teaching and learning process.

In our republic, we are experiencing a period of complete renewal in the field of education, a transition to an entirely new process and adaptation to it in the full sense of the word. The Law of the Republic of Uzbekistan "On Education" (September 23, 2020) and the Resolution of the President of the Republic of Uzbekistan No. PQ-4884 dated November 6, 2020, "On Additional Measures to Further Improve the Education and Upbringing System," have created broad opportunities for the implementation of improved state educational standards, curricula, state requirements, and new textbooks in educational institutions fully equipped in accordance with modern requirements and in contemporary classrooms [1].

Improving the quality of educating young people and providing them with modern knowledge, as well as forming a well-rounded individual for our society, is considered one of the most important goals of the education system. All activities carried out within the continuous education process are significant in achieving this goal. Studying the problem of researching the ways and conditions for organizing physical education lessons for students can serve as a basis for gaining a deeper understanding of the issue of national education and for

providing scientific and practical clarification of this problem. Proper organization of physical education classes and research-based justification of the development of students' physical qualities are considered among the most pressing issues.

Scientific research on the development of strength abilities of school students during physical education classes has been insufficiently covered, with attention mainly focused on studies related to young athletes according to their age, gender, and level of physical preparedness. The work aimed at developing strength abilities during physical education lessons is not adequate. Improving the quality of physical education classes in educational institutions, organizing extracurricular activities and increasing their effectiveness, developing and popularizing sports, as well as identifying and nurturing talented athletes, are considered important tasks.

According to the views of a number of our leading scholars (F.A. Kerimov, M.N. Umarov), changes caused by sports-related training loads occur in the human skeleton, muscles, internal organs, and overall morphological status. Therefore, it is of great importance to study and take into account the morphological characteristics of those engaged in physical activity, as well as their dynamics under the influence of targeted training loads, in order to improve the quality of physical education.

The school course "Physical Education" is a key component of school activities aimed at preserving and strengthening students' health, developing their basic physical qualities, forming vital motor skills and abilities, fostering the desire and need for self-directed physical improvement, and cultivating positive interests in the field of physical culture. All forms and types of physical activity sessions should ensure a weekly movement regimen of 8–10 hours for primary school students and 10–12 hours for students in grades 5–11 [2].

The specified volume is sufficiently necessary and minimally mandatory for the indicated groups of students. For students with poor health, low levels of physical development, and insufficient physical preparedness, a special (individual-differentiated) regimen is established. Researchers studying the problem of physical education of school-aged youth emphasize that physical education should occupy a *достойное* place in their education and vocational training.

In children's sports, the two characteristics mentioned above are expressed in such a way that students' sports activities are considered extracurricular, partially included in the curricula and programs of general secondary schools as an academic subject, and organized voluntarily with special significance and attention in the form of extracurricular activities and training sessions in out-of-school institutions [2,3].

The process of physical education for school-aged children requires teachers to have knowledge of the fundamentals of physical education for work in schools, including its content, organization, and the methodology of teaching movement skills. The goal of the physical education process for school-aged children is to gradually ensure their physical development and, through this process, prepare them for life, creative labor, and the defense of the homeland. School age is the most favorable period for learning motor skills. It is during these years that children possess high flexibility and strong and rapid nervous excitation, and accordingly are characterized by the easy formation of conditioned motor reflexes.

By the time they complete school, students acquire motor skills at various levels. In turn, this enables them to apply physical exercises in labor activities, everyday life, and social life, as well as to strengthen their health and improve their physical fitness. Conducting lessons at a high level, ensuring students' activity during the lesson, achieving their conscious approach to assigned tasks, instructions, and exercises, and fostering respect and interest in physical education classes depend not only on the teacher's professional competence and a well-prepared lesson plan, but also directly on their personality and human qualities.

Ten percent of the total training time is allocated to special physical preparation, which is closely related to maintaining general fitness and improving special fitness and work capacity. In this process, primary attention should be given to means that help restore work capacity quickly and fully. In developing physical qualities, the main focus should be directed toward the development of speed, speed-strength, and special endurance qualities, especially in jumping and striking movements.

Through teaching methods, the tasks of acquiring knowledge, skills, and competencies, as well as developing motor abilities and volitional and moral qualities, are accomplished. During training sessions, the coach teaches, explains, and demonstrates a particular motor activity, while the trainees master it. When selecting teaching methods during training sessions, it is necessary to take into account the pedagogical objectives, the content of the material, and the level of students' preparedness.

In the process of physical education lessons and sports training, three main teaching methods are primarily used: the verbal method, the visual (demonstrative) method, and practical methods. Verbal and visual methods create the basis for the direct practical application of movements, that is, for performing exercises. All methods are applied in an integrated manner and are interrelated with one another [2,4].

The correct application of physical exercises and continuous monitoring of how children master them make it possible to ensure the proper development of their physical qualities, posture, and overall physical and functional growth. It is known that a person's physical qualities begin to develop from birth. However, the degree to which these qualities are formed in childhood and the ability to master simple or complex movements depend not only on the environment in which the child grows and lives, but also on the means used to develop specific qualities.

At the same time, depending on the type of movement, its direction, and the purpose it serves (profession, household activities, sports, military activity, etc.), the role of each physical quality in performing that movement varies. Nevertheless, in various professional activities or sports disciplines, the integral significance of these physical qualities occupies a distinct and important place.

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