

ORGANIZATION AND CONDUCTING METHODS OF PHYSICAL EDUCATION LESSONS IN GENERAL EDUCATION SCHOOLS

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ОРГАНИЗАЦИЯ И МЕТОДЫ ПРОВЕДЕНИЯ УРОКОВ ФИЗИЧЕСКОГО ВОСПИТАНИЯ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ

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Tayanch so'zlar: jismoniy tarbiya darsining natijalari, individual xususiyatlar, darsning optimal zichligi, darsning tuzilishi, jismoniy mashqlar, pedagogik vazifalar, tayyorgarlik, asosiy va yakuniy qismlar, harakat samaradorligi, organizmning anatomik-fiziologik xususiyatlari.

Rezyume. Maqolada jismoniy tarbiya darsining tuzilishi, dars o'tishning gigiyenik sharoitlarini yaratish, turli pedagogik muammolarni hal qilish, turli yoshdagi maktab o'quvchilari bilan o'tkaziladigan dars qismlarini taqqoslash masalalari ko'rib chiqiladi. Shuningdek, boshlang'ich sinf o'quvchilarining psixologik va fiziologik xususiyatlari ko'rib chiqilgan.

Ключевые слова: результаты урока физического воспитания, индивидуальные особенности, оптимальная плотность урока, структура урока, физические упражнения, педагогические задачи, подготовительная, основные и заключительные части, эффективность движения, анатомо-физиологические особенности организма.

Резюме. В статье рассматриваются вопросы строения урока физического воспитания о создании гигиенических условий проведения урока, о решении различных педагогических задач, вопросы сравнения частей урока проводимых со школьниками разного возраста. А также рассмотрены психологические и физиологические особенности детей начальных классов.

Key words: the result of a physical education lesson, physical condition, individual differences, optimal lesson intensity, lesson structure, physical exercises, pedagogical tasks, preparatory, core, and concluding parts, movement efficiency, anatomical and physiological features of the body.

Summary. The article examines the issues of the structure of a physical education lesson, the creation of hygienic conditions for conducting a lesson, the solution of various pedagogical problems, issues of comparison of parts of the lesson conducted with schoolchildren of different ages. The psychological and physiological characteristics of primary school children are also examined.

Introduction. The article addresses the issues of effective physical education lessons in general education schools. In particular, such issues as the developmental characteristics of schoolchildren in physical education lessons, the basics of education and upbringing, the teaching of physical education exercises, the methodology of conducting active and sports games, and new forms of organizing physical education activities are covered.

The results of a physical education lesson largely depend on the teacher's planning, the effectiveness of the chosen methods to organize students' activity, the use of tools, sports equipment, technical facilities, sports infrastructure, and considerations such as temperature, climate conditions, students' readiness, their age, and individual characteristics.

Ensuring the Organization of Lessons. The following are essential for conducting a physical education lesson:

1. Creating and maintaining hygienic conditions;
2. Providing material and technical support;
3. Choosing the right methods to organize students' activities and achieve the intended objectives efficiently [2].

Hygienic conditions during physical exercises involve comprehensive measures aimed at improving health. These include selecting the correct location for exercises, ensuring

compliance with hygiene standards, and maintaining the appropriate temperature (14-16°C for gym halls). Fresh air is crucial, and the exercise area must be cleaned after completion. Material and technical support refers to ensuring lesson intensity and the fulfillment of planned pedagogical tasks using sufficient teaching tools and physical exercise equipment.

In recent years, physical education teachers have been equipping gymnasiums and sports grounds with custom, non-standard equipment and training tools to allow multiple students to exercise simultaneously. The use of such equipment enhances lesson intensity and improves exercise outcomes.

The content of physical education lessons is reflected in the continuous connection of four main components that define the characteristics of the exercises. These elements are interconnected and are referred to as the key components of the lesson. They are as follows:

- a) The physical exercises included in the lesson are the largest and most prominent component of the lesson content. However, this concept is not one-dimensional; it also serves as the main subject of activity for students to achieve educational, health-improving, and developmental goals. Exercises form the core of the lesson's subject matter and represent one fundamental aspect of the lesson.

b) The students' activity associated with performing the exercises is another key component of the lesson content. This component includes various intellectual and physical activities such as listening to the teacher, carefully observing the demonstrated exercise, reflecting on what they see, mentally planning the movement sequence, executing the planned movements, reviewing their own actions, monitoring and controlling their performance, discussing difficulties with the teacher, and managing any emotional responses. Through these activities, students fully engage in solving the tasks of the lesson and shape the foundation of the lesson content.

v) The teacher's activity is the next component of the lesson content and is evident in the following actions: assigning and explaining homework, clearly articulating the objectives of the lesson, organizing the process to achieve these goals, continuously monitoring the students' progress, evaluating their activities, guiding their actions in the right direction, and managing the relationships among students. These actions are essential elements of the teaching and educational process, ensuring that the lesson runs smoothly and effectively.

g) The physiological, psychological, biomechanical, and other changes that occur in the students' bodies during the process of performing exercises are another important characteristic component of the lesson content. These changes are the result of accumulated theoretical and practical knowledge, the ability to execute movements, and the degree of mastery and automation of these movements. This forms the hidden or implicit component of the lesson content. In this case, the teacher's actions and the outcomes of the students' activities are not immediately visible. The planned instructional and educational tasks being carried out must be checked regularly, and recommendations should be prepared to ensure the continuation and improvement of pedagogical activities as needed [1].

The Structure of Physical Education Lessons. The most important issue related to physical education lessons is how to structure them effectively. Before discussing the principles of organizing a lesson, it is necessary to determine and clarify what its structural components consist of. First, the lesson is outlined in a "lesson scheme" based on the physical exercises included in its structure, their sequence, and continuity. Then, a "lesson plan" is developed according to the objectives set for the lesson and the selected physical exercises and their norms. The term "lesson structure" was first introduced by V.V.Belinovich in 1939, and it was appropriately named as the correct designation for the structure of the lesson. V.V.Belinovich emphasized that the structure of a lesson is determined based on its objectives and the content of physical education.

In 1959, N.N.Efremov was the first to attempt to define the concept of "lesson structure." He described the lesson structure as the arrangement and relationship of the components of exercises, which include the introductory, preparatory, core, and concluding sections. The plan for the lesson structure is determined using a lesson summary (or lesson outline), which is particularly useful when organizing special lessons. The structure of the lesson helps teachers to carefully select exercises, properly organize the material, and clearly determine the workload norms for the lesson [1].

The structure of the lesson ensures a continuous learning process based on the goals set by the program content. It clarifies the teaching methods to be used and specifies which sections or parts of the lesson should be utilized to achieve the planned objectives. In physical education lessons, solving any pedagogical task often results in a certain level of stress on the students' bodies. Therefore, it is essential that their bodies are adequately prepared for such workloads.

The renowned Russian scientist I.P. Pavlov emphasized the necessity of preparing the body for solving complex tasks, explaining that exercises must be repeated gradually and systematically, based on physiological principles. He highlighted that pedagogical tasks requiring significant effort from students should not be addressed at the beginning of the lesson but rather after proper preparation and towards the end of the lesson. The main objectives of these exercises should be to align the students' bodies with the required functional state, create the necessary physical condition, and cultivate the skills needed to execute the planned tasks. Additionally, the level of exercise intensity should gradually increase as the lesson progresses.

As previously mentioned, every physical education lesson consists of three parts: the preparatory, core, and concluding parts.

1. The preparatory part of a physical education lesson is allocated 8-12 minutes. In lower grades, this time can extend up to 20 minutes. Depending on weather conditions such as cold or heat, the duration of this section may be slightly increased. The preparatory part primarily focuses on preparing the students' bodies for the physical workload of the core part of the lesson. The readiness of the body for the core section can be identified through improved movement coordination, slight sweating, redness on the face, increased physical activity, a slightly faster breathing rhythm, and an uplifted emotional state. After the initial organization, if necessary, additional exercises are performed to improve focus, emphasize the theme or task of the lesson, adjust breathing rhythm, increase heart rate, accelerate blood circulation, and prepare the joints and muscles for movement. The preparatory part concludes with "warm-up" and "transitional" exercises that help students prepare for the main physical activities of the core section.

2. The core part of a physical education lesson is allocated 25-30 minutes (in a 45-minute lesson). During this time, the exercises planned in the lesson plan, which are developed by the teacher according to the State Educational Standard for the respective grade, are taught. These may include new physical exercises or the reinforcement and improvement of physical exercises already learned in earlier grades. This part of the lesson includes core physical exercises that are part of the lesson content, the methods selected for their implementation, and the ways of organizing their execution. In addition to this, sections from the State Curriculum for Physical Education – such as gymnastics, track and field, swimming, wrestling, sports games, football, and movement-based games – require specific approaches to organizing the core part of the lesson due to their individual characteristics. To meet the requirements of the core part, students' activities are carried out in various formats: group-based, individual, frontal (class-wide), continuously alternating movements,

or using circuit methods. These methods ensure the physical education, physical development, and preparedness of school-age students, taking into account the anatomical and physiological characteristics of their bodies.

3. The cool-down segment of a physical education lesson typically lasts 3 to 5 minutes. During this time, various activities are employed to develop physical attributes, including movement-based games, relays, and specific physical exercises. These activities aim to reduce the heightened emotional state from the main part of the lesson. Additionally, exercises assigned as homework are explained, and students are organized to transition from the activity area (such as the sports field or gymnasium) to the changing room in an orderly manner. In lower grades, teachers often personally escort students to the changing room after exercises [2].

Comparative analyses of the warm-up, main, and cool-down segments across different age groups reveal consistent differences. The duration of these segments varies with the students' age. In lower grades, the segments are relatively uniform in length, with the warm-up and cool-down segments being only slightly shorter than the main segment. It's important to note that the structure of a physical education lesson can vary depending on the educational framework and specific objectives. For instance, some models advocate for a four-part lesson structure, including an introductory activity, fitness development, lesson focus, and closing activity. Incorporating a variety of activities during the cool-down segment can enhance student engagement and contribute to the development of different physical skills. Resources such as PE Central offer a multitude of lesson plans and activity ideas that can be adapted to fit the cool-down segment of a lesson. Overall, tailoring the duration and content of each lesson segment to the students' age and developmental level is crucial for maximizing the effectiveness of physical education classes [1].

In higher grades, the duration of the preparatory and concluding sections differs significantly from that of the

main section. In lower grades, due to children's psychological and physiological characteristics and their not fully developed physical abilities, more time is needed in the preparatory section to ready their bodies and attention for the complex physical activities in the main section. Additionally, explaining and demonstrating exercises to younger students requires more time from the instructor. As students progress to middle and upper grades, the time allocated to the preparatory and concluding sections gradually decreases. This is because older students have better-developed skills and require less time for explanations and demonstrations. Consequently, more time can be devoted to performing physical exercises with higher intensity in the main section. Therefore, the structure of physical education lessons varies according to the age and developmental level of the students. This approach aligns with the understanding that physical education activities should be tailored to the age group they are appropriate for, based on several factors.

Additionally, the structure of physical education lessons can vary depending on the specific activities being taught. For example, a lesson focusing on agility exercises might include an introductory part with warm-up activities, a preparatory part with running drills, and a main part with circular exercises at different stations. It's also important to note that the physical education environment and the teacher's promotion of physical activity during lessons can significantly impact students' activity levels. Lessons with higher motor content and active teacher engagement are more likely to meet recommended levels of moderate to vigorous physical activity across all school levels [3].

Conclusion. In conclusion, the article describes the further deepening and improvement of methods for organizing and conducting physical education lessons in general education schools, the complex of means and methods of physical education, the functional capabilities and characteristics of their gender and age differences, the volume and intensity of physical loads.

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