

**PHYSICAL EDUCATION CLASSES IN PRIMARY SCHOOL**

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Methodology of Fergana State University**Abstract:**

There were allocated opportunities and organization of the use of expert and combined methods of metering in a guoted category of measuring tasks. Using automated systems promotes qualitative improvement of the process of student physical education. It gives an opportunity to analyze physical and psychophysical status of each student, individualize education, predict education and introduce elements of advanced education, realize routine and final is gives an opportunity to control the process of education.

**Keywords:** technology, educational process, health, education, exercises, modular program.

**Introddction**

Modern education, including physical education, is characterized by both variability and diversity of content, as well as its technological effectiveness, as well as the use of models in the educational process [3]. The skill of the teacher is to select the necessary material, use the necessary tools and teaching methods in accordance with the Model Program for Physical Education and the tasks that need to be solved. The most significant component of the Model Program are methodological manuals for the development and application of modular work programs for the training and education of junior schoolchildren, which led to the objective need to improve existing and create new pedagogical technologies and methods in teaching the subject of physical education, develop new forms of organizing the educational activities of schoolchildren, selection of criteria for the effectiveness of the educational process carried out using new technologies.

A feature of the Model Program is that it is not intended for practical use in the educational process, but is addressed to the creators of original programs in order to preserve a single educational space and continuity in tasks between levels of education, prevent educational overload, and adhere to common approaches to the disclosure of didactic units , established in the state standard.

The program does not set a rigid scope of educational content, does not divide it by years of study and does not associate it with specific pedagogical areas, technologies and methods. In presenting its content in this way, the Model Program does not fetter the creative initiative of the authors of curricula and textbooks, and retains wide opportunities for them to realize their views and ideas on the construction of the curriculum. This makes it possible to implement the variable principle of development of a modern school and provides the creators of original programs with ample opportunities to put their views and ideas into practice, build their own logic and structure of learning, and introduce new forms and methods into the educational process.

A feature of physical culture as an academic subject is its activity-based nature. The task of forming ideas about physical culture is not an end in itself, but the knowledge that a junior schoolchild acquires acts as a means of developing his physical activity, mastering physical culture as part of a person's general culture. The learning process is structured depending on the stage, the goals that stand at each stage of learning, and can be associated with mastering a particular method of physical activity,

mastering a physical exercise, developing physical qualities, etc. To fully implement the program content, in addition to physical education lessons as the leading form of educational organization, physical education and health classes are used during the school day and school week, mass sports events and pedagogically organized forms of classes after classes (sports competitions, sports festivals, sports clubs, therapeutic physical education classes). In order for the process of training and education to be carried out more effectively, two content lines are highlighted in the Model Program: "Health promotion and personal hygiene" and "Physical development and physical training".

The first content line includes: 1) knowledge about the role of physical education in promoting health, hygienic rules for hardening the body, selection of sportswear and shoes, as well as safety requirements when performing physical exercises; 2) the simplest ways to organize independent classes in health-improving physical culture during the school day and active recreation, monitoring individual posture and physique, measuring heart rate during physical exercises; 3) complexes of health-improving and corrective gymnastics, general developmental and general strengthening exercises.

The second content line includes: 1) knowledge about physical exercises, their role in a person's physical training, the rules for their implementation; 2) the simplest ways of organizing independent classes to develop basic physical qualities and master physical exercises, methods of monitoring indicators of physical development and physical fitness; 3) vital motor skills, outdoor games and exercises from basic sports.

In accordance with this, the following goals are being achieved:

- promoting health, promoting harmony
- physical development and all-round physical fitness;
- development of vital motor skills and abilities, formation of experience in motor activity;
- mastering general developmental and corrective physical exercises, the ability to use them in the school day, active recreation and leisure;
- fostering cognitive activity and interest in physical exercise, a culture of communication and interaction in educational and gaming activities.

In the process of students engaging in physical education, general educational skills and abilities are formed and methods of activity are mastered. Thus, in the structure of cognitive activity, these are the simplest observations of one's own physical development and physical fitness, the ability to make creative decisions in the process of outdoor games or competitions; in speech activity - the ability to participate in dialogue when teaching motor actions or to explain the rules of outdoor games, the ability to simply justify the quality of physical exercises, using visual examples. Schoolchildren develop organizational skills associated with independently completing a task, establishing a sequence of exercises during morning exercises, physical education minutes and physical education breaks, changing physical activity taking into account individual readings of heart rate and well-being. In the process of conducting outdoor games and sports competitions, the ability to cooperate in a team of peers also develops.

The main content of the Sample program is presented in a volume of 405 hours, which organically includes the first content line "Promotion of health and personal hygiene" and the second content line "Physical development and physical training".

Health promotion and personal hygiene (64 hours) includes the following sub-lines: knowledge of physical education. Physical culture as a system of various forms of physical exercise. Morning exercises, its role and significance, hygienic requirements and rules for performing morning exercises.

Physical education minutes, their role and significance, rules for conducting and performing complexes of physical education minutes. Physical education breaks, their role and significance, rules for conducting and performing sets of exercises (breathing, for the prevention of visual impairment, etc.) Hardening procedures, their role and significance, hygienic requirements, rules and methods of implementation. General ideas about posture, its impact on human health, rules for performing exercises to form correct posture. Rules of conduct in the gym and on the sports ground, requirements for clothing and footwear for physical education.

Health-related activities include compiling sets of exercises for morning exercises, physical education minutes and physical education breaks. Carrying out morning exercises, physical education minutes and physical education breaks, sets of exercises for the formation of correct posture and correction of physical development (according to individual tasks), hardening procedures (using methods of rubbing and dousing in the shower). Conducting outdoor games with peers during active recreation and leisure, preparing places for games, selecting appropriate equipment and equipment. The simplest observations of your well-being during physical education. Measuring your height, body weight, determining the correct posture and foot shape.

Physical improvement with a health-improving focus is based on sets of general developmental exercises to strengthen the muscles of the musculoskeletal system, differentiate muscle coordination efforts, develop joint mobility and flexibility. This includes complexes of corrective gymnastics for the formation of correct posture and physique, and the prevention of visual impairment. Breathing exercises. Special exercises of adaptive physical culture (in accordance with individual indicators of health and physical development).

Physical development and physical training includes knowledge about physical training in its content. This is a general idea of physical exercises and their differences from everyday movements and actions, the rules for performing general developmental physical exercises. Rules and techniques of organizing teams. General ideas about human physical development, rules for measuring height and body weight. General ideas about human physical fitness and information about exercises to measure it. Rules for measuring strength, speed, flexibility and coordination. Physical activity and its connection with training of the respiratory and circulatory systems (general concepts). Rules for self-mastery of physical exercises. Rules for organizing and conducting outdoor games and simple competitions.

Methods of activity with a general developmental focus include compiling sets of exercises to develop basic physical qualities and performing them independently. Measurement of physical load during physical exercise (by speed and tempo of execution, by the number of repetitions and duration of execution). Monitoring individual physical development and physical fitness, measuring physical fitness indicators.

Physical training with a general developmental focus introduces vital motor skills and abilities, which include: walking, running, jumping in different ways and from different positions with different amplitude, trajectory and direction of movements: on a flat, inclined and elevated support. Overcoming small obstacles by jumping from a place, running, leaning on hands, jumping and jumping, climbing and crawling. Climbing a gymnastic wall in various ways and with different directions of movement. Climbing a gymnastic rope (freestyle). Overcoming an obstacle course using different modes of movement.

Acrobatic exercises with elements of gymnastics introduce commands and techniques: formations and formations in ranks and columns; opening with an additional step; turns in place and in motion;

movement in a column in a straight line, in a circle, in a snake. Acrobatic combinations consisting of stands, stops, turns, rolls, somersaults (forward and backward), jumping exercises (standing still and moving in different directions). The simplest compositions of rhythmic gymnastics, consisting of stylized, general developmental, running, jumping and dancing exercises, performed at different tempos and range of motion.

Exercises on sports equipment: the simplest combinations on a gymnastic (low) bar, consisting of hangs and swings; the simplest combinations on a floor gymnastic balance beam, including walking with a simple and stylized step, sideways with side steps; turns, stances (to maintain balance); vaults without a run-up.

Athletics exercises include the following types: high jumps with a straight run-up and the "stepping over" method. Long jumps from a place and with the legs bent. Running from a high start over short (30 and 60 m) and long (1000 m) distances. Throwing a small ball from a standstill and a run-up at a stationary and moving target, as well as at a distance.

Ski training exercises (subject to conditions) involve moving with a stepping and alternating two-step stroke. Turns using the "stepping over" method in place and in motion. Climbing with a stepping step and the "ladder" method. Braking with sticks, falling and the "plow" method. Basic and low stance descents.

Outdoor games with elements of sports games include outdoor games with elements of gymnastics, acrobatics, athletics, cross-country skiing, aimed at developing physical qualities (strength, endurance, speed, coordination, dexterity), mental qualities (attention, memory, operational thinking) and social qualities (interaction, restraint, courage, honesty, etc.) The simplest technical actions from sports games: football, basketball, volleyball. Physical exercises and sets of exercises aimed at developing strength, speed, endurance, coordination, flexibility and agility. Outdoor games and relay races. Overcoming specialized obstacle courses.

In accordance with the development of modular work programs and the distribution of educational material on physical education in primary school on the basis of the Model Program, as the methodology of our research, we considered the general scientific provisions of the philosophy of humanism about the universal connection, mutual conditionality and integrity of phenomena and processes of the surrounding world, about social activity and the creative essence of the individual, acting as the subject of the historical process and cultural development: a person-oriented approach that creates the prerequisites for a comprehensive, systematic study of the process of pedagogical physical education support for students in the physical education educational space.

The program under consideration, when implemented, will contribute to the achievement of one of the main goals of modern society - attracting younger schoolchildren to physical education classes, their spiritual and physical improvement, the formation in students of a conscious need for sports, and leading a healthy lifestyle. Clear implementation mechanisms, designated work criteria, and correctly predicted expected results give this project a completely completed, logically structured, systemic appearance.

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