

Analysis of Physical Education Program for Primary School Students

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ABSTRACT

Physical education plays an important role in strengthening the health of students, their personal development, preparation for work and defense of the motherland, as well as the acquisition of vital movements, skills and abilities.

KEYWORDS: *Physical education, student, education, quality, primary education, general, school, lesson, occupation, sport, class*

The state educational standard for physical education for general secondary education defines the requirements for the quality of the educational process, the content of education: the necessary and adequate level of training of students and graduates, the procedures and mechanisms for assessing the activities of educational institutions and the quality of physical education.

The course "Physical Education and Training" in general secondary education consists of the following.

1. Physical education classes - the main form of physical education and training at school. Their amount is set in the Basic Curriculum at the rate of 2 study hours per week.
2. Extracurricular forms of movement activities include pre-school gymnastics, physical education minutes and pauses in general secondary education classes, dynamic pauses in extended breaks, entertaining games.
3. Extracurricular activities forms: sports sections, electives, clubs opened according to students' interests, etc.
4. General school events: holidays, sports competitions, spartakiads, quizzes, etc.
5. Independence lessons: often in the form of homework, classes, trips, games, etc. in the branches of sports schools for children and adolescents. All forms and types of classes 8-10 hours per week for primary school students. -59 should provide a 10-12 hour movement regime for students.

The specified size is sufficiently necessary and minimally mandatory for the specified groups of students. A special regime is established for students with poor health, physical development and low fitness. Physical education plays an important role in strengthening the health of students, personal development, preparation for work and defense of the motherland, as well as the acquisition of vital movements, skills and abilities. The general management of physical education and sports in the school is entrusted to the principal and head of education. A commission is appointed by the school principal to oversee the organization of classes, sessions, wellness competitions, improving and strengthening the health of students, and improving the level of physical fitness. The commission consists of deputy

directors for education and spirituality and economic affairs, pre-service youth training, science, biology, music and art teachers, health workers, parents and students.

The functions of the commission are:

Completion of the curriculum, control of physical fitness of students twice a year. Provides advice and supervision to parents and students on physical development and preparation, health and strengthening, improving the quality of lessons, monitoring the timeliness of medical examinations, etc. The purpose of physical education is to improve the health, general and physical education of students, to provide them with knowledge on the theory and methods of physical education. Including:- to cultivate high moral, spiritual, volitional qualities, diligence, activity in students;

- to educate students to be physically strong, agile, healthy, strong and able to overcome difficulties;
- to develop students' vital skills (walking, running, jumping, throwing, climbing and falling, swimming, use of travel equipment);
- to enrich students' knowledge of exercise hygiene, anatomy and physiology;
- to inculcate the skills of sports propaganda, public, organizational, instructional, to get used to the correct interpretation of the aesthetics of movement;
- to develop professional and practical skills in high school students, taking into account their future careers;

The history of the Olympic Games, the ideas of Firdavsi, Abu Ali ibn Sino, Navoi, Babur, Mahmud Kashgari, Abdullah Avloni and other great scientists, the life of Alpomish, Pahlavon Mahmud, Barchinoy, Tomaris, Askar Polvon and other wrestlers, with the famous athletes of our republic today. to introduce;- From the first days of school, it is necessary to ensure that children learn the concept of "nature-health-man" in physical education classes. It is important for students to cultivate and deepen the protection of flora and fauna, pollution of water and air, and other similar qualities. These tasks can be successfully solved only if they make full use of all aspects of the organization of physical education. In grades 1-4, physical education classes are held with boys and girls. In grades 5-9, it is advisable to divide boys and girls into separate groups. Classes and classes with girls should be conducted by a female teacher whenever possible. Physical education should be combined with the positive effects of natural health factors (air, water, sun) and hygienic factors (personal and physical hygiene).

In hot climates of the country, physical education classes are held mainly in the open air, except in exceptional cases: rain, air temperature up to 14 ° C, on sunny days in the shade and outdoors. Physical and sports holidays in some sports or traditional folk holidays ("Agility-beauty", "Ball, boys", "Ball girls", "Hope starts", "Football buds", "Golden autumn") will

help to increase the efficiency of the educational process of school-age children and strengthen their health.

It is important that the organization and holding of competitions at school dedicated to the "Harvest" and "Navruz" holidays has become a tradition and a health check for the public. In order to make health competitions as popular as possible, they should be held first between classes, then between schools, districts and regions. The time and place of the finals of the Republican Championship should be determined in accordance with the Regulations of the Ministry of Public Education. Additional classes of 12-14 hours per week are distributed by public education departments or school administrators according to the level of development and age of the students. Teachers are paid extra for educational hours. Physical education classes at the school are held in the form of lessons. Classes are organized not only with general development exercises, but also with the use of various shells, simulators, games, Uzbek folk songs, lapars, dances. According to the Resolution "On the organization of general secondary education in the Republic", the concept of physical education for the training of advanced personnel in the 9-year general secondary education was reorganized in accordance with the "State Education Standard". The Ministry of Public Education of the Republic of Uzbekistan considers that 2 hours of physical education per week is not enough to fully load the child's body, and according to scientific research, only 11% of 45-minute physical education meets the physiological needs of students for daily exercise. Additional classes with students in grades 1-4 allowed for the use of school-based hours for classes, up to 3 hours per week, and 45 hours of physical education classes if available. It was recommended to introduce additional trainings.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 27 of January 17, 1996 "On measures to radically improve the organizational framework and principles of football development in Uzbekistan", as well as No. 271 of May 27, 1998 "On further development of physical culture and sports in Uzbekistan" On the basis of the decision of the Board of the Ministry of Public Education of the Republic of Uzbekistan dated 26.01.1996 "On further development of football among students and children in the public education system of the Republic of Uzbekistan" football department was included in the school program for the first time. Football lessons are allocated 10-12 hours per school year for grades 4-9 (students in grades 2-3 are introduced to the basic elements of football). Given the need to amend the "Sports" section of the current program, starting from grades 3-4, basketball, volleyball, and handball. If the school has the opportunity to teach sports in the 3rd grade, it is planned to separate this hour from the "Moving Games" section.

16 hours in Grades 1-2, 14 hours in Grades 3-7, 16 hours in Grades 8-9, 14 hours in Grade 1, 16 hours in Grades 2-3 to study Gymnastics. There are 18 hours in Grade 4 and 20 hours in Grades 5-9. If it is not possible to teach gymnastics with the use of equipment, it is allowed to use auxiliary types of gymnastics (barbell, horizontal bar, solitary stick, etc.). For girls, it is necessary to conduct such exercises as rhythmic gymnastics, dance exercises, athletic gymnastics, exercises performed on exercise equipment, acrobatic exercises (these develop agility, courage, agility). In addition, the following mandatory exercises are provided for each class: rotating the hoop at the waist (from 30 seconds to 1 minute), jumping on

the hoop (in terms of time and amount), holding the body in a support position, bending the arms, writing;

For boys, the following are performed on the school's health field: climbing up and down gymnastics walls, hanging on handrail rings, moving on a barbell with arms, strength training on a horizontal bar, gymnastics, crossing obstacles, for example, barbells. base building, hanging exercises, pole vaulting, acrobatic exercises (single and double exercises), exercises with dumbbells, stones, simulators, athletic gymnastics, individual wrestling elements, etc. The Moving Games section has 38 hours in Grade 1, 36 hours in Grades 2-3, 12 hours in Grade 4, and 2 hours in Grades 5-7 (these are held in the first and last lessons of the term). In the process of physical education, the student, under the guidance of the teacher, acquires the skills and abilities to act in accordance with the requirements of each age group of the program. The development of skills and competencies in the process of teaching different movements is carried out in close cooperation with the development of physical qualities. At the level of development of physical qualities, the success of children's motor activity and the ability to master new forms of movement are determined by their ability to use them in accordance with the purpose. This process is as follows: training in motor activity - the formation of motor skills - the formation of motor skills - the formation of higher motor skills - the acquisition of specialized knowledge.

Motor skills are defined by a student's ability to perform each movement, learning movement activity, or mastery of a movement technique. There are two types of movement skills.

1. Implementation of integrated action activities.
2. It is expressed in some actions that vary in complexity.

The first type of skill is related to the need to solve sudden movement tasks in a changing environment, such as games, wrestling, and so on. In this case, motor activity is always characterized by conscious and already mastered actions and the creative use of formed physical qualities. As for other motor skills, they gradually develop into skills, from the initial mastery of motor techniques to the improvement of them. Motor skills are the level of mastery of motor techniques, in which the control of movements is automatic and the movements are very reliable. In this case, the automation of the method of performing each individual action does not exclude the conscious understanding of this or that action at all. In order to perform conscious tasks, control movements, and the suddenly changing conditions of performing movement tasks, it is sometimes necessary to apply the skill non-automatically. When the skill is regular, different variants of the action can be used.

However, its technical basis, for example, running in different variants) is preserved. In turn, changes in movement can lead to the emergence of new skills in a more creative way. This allows you to apply the acquired skills to a whole activity and choose the most suitable, most suitable options for the performance of actions. The formation of motor skills is the process of forming a dynamic stereotype of the interaction of the first and second signaling systems. In this process of teaching children to move, the teacher's influence on the child's mind - a word that helps to understand the purpose and function of the exercise - is of great importance. It is the most powerful stimulus of all the sensory complexes that occur in the motion analyzer. big.

The acquired skills allow to use physical and mental forces sparingly, to perform actions that are part of the integrated movement activity quickly and accurately. They relieve the constant focus on the method of conscious action and allow it to focus on the new tasks that arise. When actions are performed in an organized, precise, and rapid manner, positive emotions are created in the individual as well as in the child.

The first stage is the development of initial skills. It will be short in time.

In doing so, children become acquainted with new movements. This formation is characterized by extensive irradiation of the excitatory process in the cerebral cortex and insufficient internal braking. In connection with this, there is insecurity in children's movements, general muscle tension, excessive, unnecessary movements, inaccuracies in the perception of space and time.

This is the result of a widespread process of irradiation of motion and spreads to other centers of motion analyzers. The second stage is longer in time. It is characterized by the process of specialization of the conditioned reflex. During this stage, children develop the skills of repetitive exercises, and the correct execution of the studied movement gradually improves. This is accompanied by a degree of detection of individual reflexes and their entire system.

The second stage is characterized by the gradual development of internal differential braking, which limits the propagation of the excitation process, and the increasing role of the second signal system. However, at this stage the formation of motor skills is undulating. This is characterized by the occasional improvement or worsening of movements. Studies show that in the process of general development, such fluctuations in the quality of motor activity occur at the beginning of education. As motor skills become more refined and perfected, a complex system of temporal connections — the dynamic stereotype — emerges in the cerebral cortex.

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