

Modern Technologies for Formation of Schoolchildren's Motor Activity in the Process of Physical Education

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ABSTRACT

The article substantiates the need to form a sustainable interest and habit of students in classes for systematic physical exercises. Revealed modern technologies of formation of habits to motor activity of younger schoolchildren in the process of physical education and proved their effectiveness.

KEYWORDS: junior schoolchildren, motor activity, physical exercise habit, physical education

Introduction:

The study of scientific and methodological literature on physical culture as a sphere of manifestation of human activity indicates that this problem was studied from a general standpoint by scientists in the following areas: physiological mechanisms for increasing the motor activity of young people [1, 2]; human motor activity [3, 4]; motivational bases of sports activity [5]; formation of individual motor abilities [6]; formation of a value attitude to physical culture activity [7, 8]; stimulation of activity to physical culture activity [9, 10]; physical culture and the formation of a healthy lifestyle [11, 12, 13].

The aim of the study was to substantiate and experimentally test the effectiveness of pedagogical technologies in the formation of the habit of motor activity of younger schoolchildren in the process of physical education.

An analysis of the studies performed in the above areas indicates that they do not adequately solve the problem of forming the habit of physical activity of younger schoolchildren in the process of physical education. However, in recent years, a significant part of scientists and specialists in this field [14, 15, 16] began to consider physical culture as a value system of a person. In particular, they emphasize that physical education is an organic part of humanitarian education, which in turn acts as an important integrative component that provides professional knowledge and skills with "human significance".

Physical culture, notes R. Burns, acting as an organic part of human culture, at the same time is an independent branch of human activity, an essential feature of which is the focus on the formation of a versatile, creative personality, capable of achieving harmony of the spiritual and physical, developing in unity with culture and society. That is, according to the author, modern ideas about the physical culture of a person are not limited to the concepts of physical fitness, physical health, the development of physical qualities, the functionality of the body, motor skills and abilities [17, 18].

The most important components of the formation and development of physical culture in a personified form are the worldview, the system of values, the need-motivational

sphere of the personality, the harmony of the spiritual and the physical, the solidity and depth of knowledge, the ability to implement the values of physical culture in professional activities.

Conducting in the lower grades with the participation of families ensured the formation of active motivation in parents to achieve the physical perfection of the child at each age stage of development, and in children - a sense of responsibility for the results of their physical fitness. Under these conditions, systematic physical education and mass sports for children became desirable and approved by families.

The results of the study indicate that children's sports competitions "Health Starts" due to their accessibility, sports and gaming nature, as well as the complex impact on the physical, intellectual, aesthetic and moral education of younger schoolchildren, who are very popular among them, which is confirmed by participation in these competition for all students in the class. In the process of preparing for these competitions, they create favorable conditions for the formation of business relationships in the "family-teacher-student" system in order to improve the health of children. In addition, the active participation of parents not only in assessing the physical needs and capabilities of their children, but also in the specific participation of parents in the purposeful correction of the state of their body by means of physical culture contributed to the rapprochement of children with their parents in the process of active motor activity.

In the experimental school, at the end of the academic year, such final competitions were held in the form of match meetings in accordance with the developed program. It included: the purpose, the venue of the event, the number of participants in the competition, the regulation on the competition, where the grand opening of the holiday was supposed, the holding of various sports competitions aimed at forming a conscious attitude towards strengthening their health among younger students. Due to the fact that all elementary school students under the guidance of teachers participated in the "Morning Gymnastics" and "Physical Minute" competitions, simple and generally accessible physical exercises were selected for them. To perform competitive tasks of increased complexity, for example, "Motor tests", "Sports quiz", students with a higher level of preparedness were involved, who showed a positive and active attitude to mass competitions and had the necessary experience of participating in these events. Less active schoolchildren, who had little prior experience of participating in sports and recreational activities, lacked the ability to this type of motor activity, and formed a conscious attitude to their health, participated in competitions and

relay races for lightweight tasks - "Counter relay", "Relay with ball".

When selecting physical exercises for homework and checking them, various methods and means were used, which contributed to ensuring the relationship of educational material with independent tasks and taking into account the levels of physical fitness of students. At the same time, all the means recommended for classes were selected taking into account the functional state and motor fitness of each student. This ensured the proactive development of physical qualities for the assimilation of the planned educational material in physical culture. Long-term planning contributed to the regular repetition and consolidation of the previously studied material, the improvement of motor skills and abilities, the systematic increase in the physical fitness of students in accordance with their level of physical condition and motor potential.

When determining homework in physical culture in the experimental class, it was extremely important to normalize physical activity, taking into account the physical development of each student. To do this, based on these requirements, physical activity was normalized, taking into account not the passport, but the biological age of schoolchildren.

Finally, we note that the system of extracurricular independent physical education and sports activities was considered by us as a logical continuation of physical education lessons. In this regard, the work of the primary school teacher at physical education lessons became more complicated, the main goal of which was to organize the educational process so that students learn to independently perform various physical exercises, conduct outdoor games, control their condition, be able to use the knowledge gained in the lessons, the existing skills and abilities in independent practical activities in the family and at the place of residence.

Practice has confirmed that doing homework in the form of games-competitions activates the motor activity of schoolchildren, increases mental performance, helps to fill free time with motor activity, which contributes to the physical development and physical fitness of students.

Conclusions

Thus, the use of pedagogical technologies in the physical education of younger schoolchildren in the experimental work at the lessons of physical culture and in the process of out-of-class physical culture and mass work intensified their need for motor actions, ensured active participation in sports and recreational activities that were held at school and in the community. residence. The active attitude of junior schoolchildren to these types of activities characterized their well-defined desire to achieve certain sports results, improve their physical development, draw up program standards, and study the tactics of sports opponents in folk outdoor and sports games.

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