

EFFICIENCY OF PHYSICAL EDUCATION LESSONS BY USING THE CLUSTER METHOD IN PRIMARY CLASS SCHOOLS

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ABSTRACT

This article provides information on the research on the cluster approach to education, as well as on the effective organization of the process of increasing the effectiveness of physical education lessons by using the cluster method.

Keywords: School innovation, cluster, method, activity of schoolchildren, cluster method, cluster, ability to ask questions, physical education.

Sh.M. Mirziyoyev, from the first days of assuming the post of president, trained innovative and creatively thinking modern personnel in our country, made young people possessing high spirituality in the spirit of patriotism. education, for this purpose, has been paying serious attention to the issues of improving the education system. In fact, it is impossible to change a person and society without changing the school. On August 23, 2019, at the meeting of the video selector dedicated to the issues of developing the public education system, increasing the qualifications of pedagogues and the influence of the society, raising the spirituality of the young generation, our president said: " **The school is a matter of life and death, a matter of the future. The state, government and governors cannot solve it alone. it should become the work and duty of the whole society,**" he said, noting that the role of higher education institutions specializing in pedagogy in improving the educational process in schools and improving the knowledge and skills of teachers is not felt.

As a result of the rapid development of science and technology, the purpose of the innovations introduced in all fields is ultimately aimed at increasing the economic and social potential of the country, obtaining ready-made models and using them creatively will give better results. Based on this, today, serious attention is being paid to the application of innovative experiences in economic sectors, tested in international experience and gaining great importance in the development of production sectors of the country's economy. One of such innovations is the " **cluster model** ", which today is widely used in the agricultural, textile and light industry sectors in Uzbekistan. In a short period of time, the cluster model was recognized as a promising innovative direction in the economy, and experiments using this model in other areas are being carried out.

METHODOLOGY

The study and analysis of studies on the cluster approach to education allowed us to summarize several views on this topic. So the cluster approach is:

- a mechanism for strengthening the organizational forms of unification of industries that are a separate field (education, economy, etc.) and are interested in achieving competitive efficiency;

- a structure consisting of several equal parts that preserves its full functional workability among optional components;
- a means of forming support for innovations in the education-science-production system;
- an innovative and effective method of organizing the formation of personnel potential for the future economy of the organization;

Russian scientists have studied the theoretical foundations of the formation and development of educational clusters in the following directions:

- a) cluster approach to professional education (B. Pugacheva, AVLeontiyev);
- b) activity and pedagogical design theory (VVDavidov, VPBespalko, GIIbragimov, BSLednev, MIMaxmutov, AASlastenin);
- v) the concept of continuous education (BSGershunsky, GVMukhametzyanova, AMNovikov);
- g) studies revealing the problems of social partnership and management of education in vocational schools (PFAnisimov, GVMukhametzyanova, GIIbragimov, Ye.A. Korchagin, VPPanasyuk, ASSubetto).

It is worth noting that, along with these areas, physical education and sports were implemented at the initiative of the head of our state "Strategy of actions designed to implement the five priority directions of the development of the Republic of Uzbekistan in 2017-2021", social and spiritual - five initiatives of the President introduced in the field of education, Resolution No. PQ-3031 of June 3, 2017 "On measures to further develop physical education and mass sports", March 5, 2018 "Physical It is being formed within the framework of the requirements of conceptual documents such as Decree No. PF-5368 "On measures to radically improve the state management system in the field of education and sports" and other laws.

Foreign countries that have implemented the cluster approach in education:

The practice of applying the approach in education exists in the experience of developed foreign countries. There are experiences in this regard in countries such as China, India, Indonesia, Malaysia, Jordan, Saudi Arabia, and the UAE. In children's training, it is recommended to increase the volume of exercises aimed at the development of quick-strength and agility, it is desirable to increase the volume of exercises for the development of quickness, endurance, flexibility and quick-strength in children, this opinion was also supported by VBFashkirov, VPFilinar. Accurate, quick and effective performance of technical-tactical skills in sports games, implementation of tactical-technical skills to the goal appropriate to the situation is scientifically proven to be closely related to the specific characteristics of each type of sport and appropriate physical qualities (LPAirapetyans, MAGodik,) These authors gave a scientific basis for helping to develop physical qualities characteristic of some sports games (volleyball, handball).

Educational clusters, including pedagogic educational cluster, are theoretically analogous to production clusters. Practical processes related to their organization will be similar. The study of experiences related to the application of such an approach to the educational system, the analysis of the literature shows that the cluster approach to education includes the following:

- ✓ Integration of production and educational programs;
- ✓ To appear as a means of supporting innovations in the structure;
- ✓ To be an effective method of innovative organization for the formation of personnel potential for the future economy;

Reorganization based on the principle of continuity of education system with different educational institutions. Accurate, quick and effective performance of technical-tactical skills in sports games, implementation of tactical-technical skills to the goal appropriate to the situation is scientifically proven to be closely related to the specific characteristics of each type of sport and appropriate physical qualities (LP Airapetyans, MA Godik.) These authors gave a scientific basis for helping to develop physical qualities characteristic of some sports games (volleyball, handball). Therefore, the topic chosen by us "Development of physical fitness of primary school students based on the innovative pedagogical cluster method" is one of the current topics.

EXPERIENCE

The purpose of the research is to study the processes of development of movement qualities of students of 2-4 grades of a general education school with the help of movement games, to justify the conditions for optimizing the process of development of movement qualities of elementary school students. One of the promising directions of optimization of physical education is the rational use of effective means and methods of improving the quality of movement of schoolchildren in order to increase the level of physical development, physical fitness and strengthen their health. It is difficult to overestimate the importance of games in forming a physically healthy, morally stable and intellectually developed member of society. With their help, it is possible to form in the child all the qualities that we respect in people and that we want to inculcate with the help of various action games. Depending on the content of the game, the child is forced to assess the general situation and what and when independently decides what to do. A child who is interested in the game develops patience, perseverance, physical qualities (strength, speed, endurance, dexterity, flexibility). Play is fun, and healthy movement is essential for the overall development of body and soul. Regular use of active games helps to: strengthen health, proper physical development, comprehensive training of children, education of activity, courage, determination, discipline, teamwork and other character qualities. Active games develop vital skills, develop interest in systematic sports. In action games, participants demonstrate certain physical qualities. Through the management of games, it is possible to actively observe these qualities in their harmony, as well as to further develop the qualities that are important for the development and education of schoolchildren. The lesson offered by the author consisted of three parts and was held according to a generally accepted schedule. The preparatory part focused on organizing the lesson, familiarizing the students with the content of the lesson and preparing them for the main work. Walking, running, exercises aimed at improving joint mobility and flexibility were selected as the main tools. For the entire experiment, ten separate sets of general development exercises were planned, which were implemented in the form of a game. This helped to stimulate motivation in the lesson and to attract the attention of the students during the exercises. In the main part, the following tasks were solved. Increasing the level of development of physical qualities of young schoolchildren using action games during the experiment. According to the nature of movement activity, priority was given to the main types of movement (walking, running, throwing and jumping games), which are included in the physical education system for physical development (strength, speed, endurance, agility, flexibility) when choosing mobile and folk games., are

mental and moral qualities. In the final part of the lesson, calm games are held that do not require much attention and do not cause excitement. The educational type of the lesson for younger students is characterized by small loadings and low intensity. Children of this age quickly get tired of the same, monotonous work. Open games with different contents are used in the lessons. For classes story games, relay races and games with sports elements are selected. Responsible roles in games are performed by children themselves. It enlivens children's play activities and increases their interest in the game. During the game, the teacher's communication with the children, his emotional behavior, objective analysis of the consequences helps the players to be more conscious of their behavior and has a positive effect on the education of their moral and willful qualities.. Each lesson contributes to the development of physical qualities that are an integral part of the entire educational process, and the optimal emotional state of schoolchildren is the main indicator of the interpersonal relationship between the teacher and the student in physical education classes. serves. Thus, the main tasks of our methods, which ensure the full physical development of the child, include the following aspects: - to observe the interdependence and interdependence of all forms and types of organization of movement activity; - conscious, active, correct muscle tension, the desire to perform all kinds of movements, purposeful development of all mobility qualities; - to achieve accuracy and correctness of actions in children, to teach them to consciously connect according to their structure; - teach children to analyze (control and evaluate) their actions and the actions of their friends; - to educate the skills of independent organization and conduct of mobile games and exercises; - motivation for the manifestation of creativity and physical activity; - taking into account the age and individual characteristics of the child's development; - to help create a positive emotional and psychological environment.

RESULTS

The rationally organized process of the general physical fitness of children in the experimental group is aimed at the multifaceted and simultaneous development of movement qualities in children, as evidenced by the numerical data obtained after the introduction of the developed methodology. Thus, the growth of results: 1. 30 m (s) running - the results improved: Control group - at 7 years old - by 9.75%; 8 years old - by 3.27%; 9 years old - by 5.03%. Experimental group - 7 years old - by 17.27%; 8-year-olds - 11.47%; At 9 years old - by 14.57%. 2. Shuttle running 4x9 (s) - a significant quantitative increase was observed: Control group - at 7 years - by 1.41%; 8 years old - 1.85%; At 9 years old - by 1.88%. Experimental group - 7 years old - by 2.15%; at 8 years old - by 3.81%; At 9 years old - by 2.76%. 3. Standing long jump (cm): Control group - 7 years old - by 3.75%; 8 years old - 2.83%; 9 years old - 6.00%. Experimental group - 7 years old - by 8.51%; 8 years old - 9.36%; At 9 years old - by 11.39%. 4. Forward bending from a standing position (cm): Control group - at 7 years old - by 19.71%; at 8 years old - by 23.18%; 9 years old - by 31.01%. Experimental group - 37.77% at the age of 7; 8 years old - 46.53%; 46.49% in 9 years. 5. Bending hands while lying down and writing (times): Control group - at 7 years old - by 6.25%; at 8 years old - by 5.88%; At 9 years old - by 5.55%. Experimental group - 7 years old - by 16.66%; at 8 years old - by 19.87%; 9 years old - by 22.72%. It should be noted that for the effective development of physical qualities in the control and experimental groups, the

consideration of sensitive periods in physical education classes and the complex approach to processes were the decisive factors.

CONCLUSION

The analysis of the results of the experiment showed that the effective use of the developed methodology in physical education classes achieved the highest indicators of physical fitness of 7-9-year-old children in almost all indicators. So, summarizing the results of theoretical research and experimental research allows us to draw the following conclusions: 1. According to the results of the analysis of scientific and methodical literature, there is a large amount of research aimed at improving the physical education system of elementary school students. It was determined that innovative knowledge should be sought as the main problem. 2. A comparative analysis of the indicators of the development of physical qualities in 7-9-year-old children in the control and experimental groups was conducted at the beginning and end of the experiment. 3. The level of influence of the developed methodology on the indicators of the level of development of physical qualities of 7-9-year-old children in both groups was determined. Thus, the obtained results indicate the effectiveness of the methodology developed by the author for conducting physical education classes for 7-9-year-old children, in which action games should be used as a tool as an unconventional approach to the development of movement qualities.

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