

ORGANIZATION OF PHYSICAL EDUCATION CLASSES IN GENERAL EDUCATIONAL SCHOOLS

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ABSTRACT

Currently, the scale and quality of modern scientific and methodological work on improving and improving the physical qualities of their students with the help of action games is not at the level of demand. Action games in particular are no less important, while their physical development, preparation for life and useful work are of great importance in the comprehensive development of students, in the development of their health.

Keywords: Exercise, grooming, introduction-preparation, stacking, method, sports, health, grooming.

INTRODUCTION

In the process of physical education lessons and wellness activities on the agenda of his students, the development of their physical qualities is considered significant by the level and severity of physical loads. Choosing the methodology of how to organize training gave a great opportunity to rationally use Time, leave more time to do exercises, and spend less time on re-training. When this is done, a high density is achieved in the lesson. This means increasing the effectiveness of exercise exposure by activating children sufficiently.

The density of the lesson will depend a lot on the preparation of the lesson from the jigsaw. In this case, it is necessary to explain the exercise in a short, concise way, to think about the course of embalming and placing children in one session it will be necessary to prepare the place of training, to distribute physical education equipment and to think about the collection in advance. The number of items (3-4 gymnastic walls, 3-4 gymnastic benches, 5-6 irradiation targets, etc.) can be increased in order to reduce the turn time for training in basic movements. Dividing children into several groups according to their height allows you to reduce the time it takes to be re-lined. But the desire of the lesson to increase its density in this way cannot give a cumulated result and come to negative consequences. For example, increasing the number of exercises to its repeatability prevents babzi from improving skills in points. The teacher should note the preparation of children, the nature of the exercises, their high-quality performance with the achievement of the density of the lesson.

It can be said from this that it depends on the procedure and methods of organizing children, whether the task is worn to one lesson, and the effectiveness of the lesson is taught by the teacher from many lessons.

There are methods of organizing children in training:

1. Frontal method. In this, all participating children perform one exercise at the same time under the guidance of the student. This method is used when performing general development exercises while walking and running. This method provides high class intensity, but the teacher evaluates all children in a general way. In this case, the tasks given at the same time: a) with the whole class; b) with a group; c) can be performed alternately (one, two, several children together) with pauses.

2. Group method. Children are divided into two or more groups, and each group performs a task separately. Tasks given; a) together with the whole group; b) it can be performed by one or two students in turn. The tasks assigned to the group are replaced by the student's command. In this case, the method is used more when the main training includes several different and complex exercises.

3. Individual method. In this case, the child performs the task independently under the supervision of the student. This method is mainly used in the assessment of children. In order to determine some parts of the exercise, which is the same for everyone, the teacher performs it individually for each of the students.

4. Circuit training method. This method helps students to fully and actively demonstrate their capabilities throughout the course of the lesson. In the lesson conducted according to the rotational training method, relatively uncomplicated, well-mastered and familiar games complexes are used. For each group or individual children engaged in such a time, a clear regulation of the alternation of exercise and rest is established.

The use of one of the specified methods of organizing children during the lesson is chosen depending on the task set by the teacher and the conditions of the lesson. In teaching children, it is advisable to use various methods that increase the effectiveness of physical exercises.

5. Continuity method. This method is how to organize the educational process is a method in which the second child begins to perform the task before the first child finishes. If the student wants to improve children's movement skills or wants to increase the intensity of the lesson, the continuity method is considered very useful. Depending on the ease and complexity of the method, sometimes it is done in parts, then it is suggested to do the exercise as a whole, but in a low photo, and then to go and do a photo like a person.

The lesson provides regular learning of the minimum amount of knowledge and skills given in the program; it is the basis for all-round physical development of students; physical exercises used in physical education classes are applied in various conditions of drinking, studying and relaxing; physical education classes help prepare students to pass their standards. All children are the characteristics of teaching physical education classes, therefore specific requirements are set for each lesson and special attention is paid to its preparation.

Physical education classes consist of three (preparatory, main and final) parts. Duration of each part; a) assigned task; b) age of students; c) can be changed depending on training conditions. The preparatory part of the lesson. Its tasks are to organize the students of this class, to prepare students for the upcoming educational activities, help to form the correct attitude, to train the student to be able to control his own movement, that is, to train his movement clearly and rhythmically. It also consists of preparing the body of the participants

for the next workout. The preparatory part not only solves the auxiliary tasks, but also the main tasks (line-up and scrimmages under the guidance of the duty or sports supervisor).

The content of the preparatory part includes alignment and re-alignment exercises, walking, running, jumping exercises, general development exercises. In this case, phrases such as "Quickly to your place" and "whose link will be sorted quickly" are used more often. The preparatory part of the lesson lasts 8-12 minutes. The main part of the lesson. The main task of this part is to teach movements and develop physical qualities. The main part of the lesson lasts 27-30 minutes.

The final part of the lesson. The main task of this part is to control the state of the child's organism, to gradually transfer it from a state of curiosity to a calm state, thereby preparing the child for the next activity. The content of the final part is as follows; it consists of regular exercises, relaxing games and related to walking evenly, attention, breathing with division. In this part of the lesson, the student concludes, shows the achievements and shortcomings of the lesson, gives necessary comments to some students and assigns homework.

Homework materials assigned to the whole class or individual students it is given in order to strengthen and improve physical qualities. The final part lasts 3-5 minutes.

It is possible to achieve high results in practice if, based on the observation, the students' readiness is determined and they are educated with the rightly selected effective methods and scientifically based methods. The effectiveness of the physical education lesson is often determined by the viability of the teacher's plan, the methods and methods chosen by the participants to organize their activities. Effective use of existing equipment and sports equipment, technical means, sports facilities, temperature, climatic conditions, training of students, their age, and individual characteristics.

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