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Forms and methods of physical education of primary school students.

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Abstract. The pedagogical activity is very important in relation to the content of physical education. It is preparing people to perfect their physical qualities. Active movement activities are the core of the training. Physical activity is very important in secondary schools.

Keywords. Physical Education, Physical Culture, Exercise, Shalk, Educator, Active, Perfect, Physical Qualities, School, Movement, Students.

Introduction. Physical education is a form of education. There is a great variety of physical education classes in physical education schools, physical education classes, morning physical education, sports competitions, break games, moments of educational exercises in other classes, and more. applied. The connection of folklore with the content of physical education has a very important role in pedagogical activity. It is preparing people to perfect their physical qualities. Active movement activities are the core of the training. Physical activity is very important in secondary schools. Because a two-hour physical education class taught to trainees for a week meets the requirements against movement in the body. To this end, physical education classes are organized and conducted in full at the school, the students of the classes are influenced by the educational work. The structure of the training content elements forms a form of exercise training. The general structure of the exercise is as follows: the beginning of the workout, or the finished part of the workout. This is also called warm-up. This process is an integral part of any physical activity. This process warms up the body and prepares the trainees for high performance.

Protects students from physical abuse and stress. In this part of the training, participants will be given a general developmental exercise to prepare all the organs, ie the cardiovascular system and other organs, for work. Based on this, pure exercises, walks. Slow running is done in different ways, consisting of physical

movement, focused on the neck, shoulders, arms, legs and feet. General developmental exercises are marketed in such a way that the body prepares the body for the main part of the training. The preparatory part of the training is organized and conducted in different ways. There are four rows in a row, in a circle, in pairs, independently organized, educated, practiced en masse by students. The main form of organization of educational work in the school is the lesson. 1. Each physical education class must meet the following requirements: a) have a specific general and specific function. General tasks should be performed during the whole lesson or a series of lessons, while special tasks should be performed during a single lesson. b) the lesson should be methodologically correct, c) continue the previous lessons in a consistent manner and at the same time be complete and complete: at the same time it should be to some extent it should take into account the objectives and content of the lesson, c) the content of the lesson should be appropriate to the age, gender, physical development and readiness of the students; d) the lesson should be interesting for the students and encourage them to be active, e) there should be exercises and games that will help them to develop physically in all respects, to strengthen the fat, to form the body. Yo »should be combined with other manual classes; j) have an educational character. 2. The results of the pedagogical process in physical education depend on the quality of teaching and educational work in the classroom. In this case, it is necessary to achieve only the consistent solution of the

tasks on the ground of each dart. Teaching physical education classes, has educational and health functions. Educational tasks include teaching children to perform the exercises provided in the program, to improve the exercises learned, and to apply the exercises learned in skills and development in a variety of contexts. Educational tasks also include children's knowledge of physical culture and sports, health, daily routine, proper breathing, exercise, and proper exercise.

The performance of educational tasks is usually related to the tasks of upbringing and health. In physical education classes, attention, discipline, willpower, care for things, as well as friendship, purposefulness, independence and overcoming difficulties are taught. Health tasks, like educational tasks, should be addressed in every lesson. Proper organization and conduct of physical education classes, proper clothing - head training, maintaining the necessary sanitary and hygienic conditions in the classroom, conducting classes in the open air - all this facilitates the solution of health problems. 3. One of the most important issues related to physical education classes is how to set it up. Lesson structuring is a rough plan that is used to create a separate lesson. The lesson structure helps the teacher to choose the exercises wisely, place the material correctly, and determine the workload in the lesson. Solving any pedagogical task in a physical education class often requires a lot of effort on the part of the trainee. The body must be properly prepared for this. IP Pavlov pointed out the need for the body to solve difficult tasks and be prepared, and said that slowness and training are the basic physiological rules of clinic and pedagogy. This instruction obliges the teacher to solve pedagogical tasks that require a lot of effort from the participants, not at the beginning of the lesson, but after some preparation in the middle. Solving the main tasks of the lesson requires the organization of the participants, creating the necessary mood and desire to

perform these tasks. Once the teachers are organized and Pavlov's "physiological rule" of gradualness is fulfilled, it is possible to look at solving the main tasks. The fulfillment of the main pedagogical tasks often coincides with the period of hard work and activism of the trainee. Students may not be able to transition from a relatively large body and a strong emotional state to a calm state all at once. Therefore, the structure of the lesson should be a gradual transition to a calm state and the completion of the lesson in an organized manner. Thus, each lesson structure consists of three parts; the first is the organizational part that prepares students to solve very difficult tasks in the classroom, which is called conditional introduction; the second is the part focused on the main tasks of the lesson, which is conventionally called the main part; the third is the end of the lesson, which is conditionally called the closing part. A standard lesson structure has been adopted for primary school students. It will be the basis for organizing the lesson according to the tasks. The introductory part - 5-10 minutes. Objective: To organize students, explain the tasks of the lesson, prepare the participants for future physical activity and exercises. Content: Elements of purification, gymnastic re-purification, additional exercises with arms, legs, torso, walking, running, jumping general developmental and dance exercises games. The main part - 25-30 minutes. Objectives: To solve the main tasks of the lesson - to learn new lessons, to repeat the lessons in order to improve the performance, to acquire motor skills and abilities of students, to develop in them speed, agility, perseverance and courage. Synopsis: General developmental exercises with and without objects, dance exercises, walking, running, throwing, jumping, climbing and jumping, acrobatic exercises, balance exercises, multi-movement games, etc. The main part of the lesson can be included in any textbook in this class program. The final part - 3-5 minutes. Objectives: Gradually move from

the tension and agitation of the second part of the lesson to a relatively calm state, complete the lesson, do homework, and move on to a new activity in an organized manner. Content: Purification, walking, singing, rhythmic and dance exercises, breathing exercises, quiet games, teacher's closing remarks, homework. A teacher's good preparation for lessons is the key to their success. The teacher starts preparing for the lesson long before the start of the school year. It analyzes the program data and thinks about the sequence of its transition. The teacher program pays special attention to planning the departments according to the specific conditions of the school and the weather conditions. In preparation for the lesson, the teacher gets acquainted with the methodological literature, the experience of other teachers and uses all the good things in his work. In preparation for the lesson, a plan is developed and specific learning objectives for the lesson are identified. Tasks should be very clear and understandable. For example, the introduction of the game "Introduction to the report", "Introduction to the spread of the steps", etc. Such expressions are especially effective in the first lessons of certain types of exercises. The specific tasks of the lesson are defined, first the main part, then the sections for the introductory and concluding parts. The number of repetitions of doses and the amount of time spent on the exercises are determined by the selection of sections. It will be crucial for both the downloads and the formation of movement skills and abilities. In preparation for the lesson, great attention is paid to issues related to the methodology of the exercises. To do this, the teacher considers a variety of methods and techniques that need to be used. The teacher needs to decide in advance where to stand during the lesson, how to observe the lesson, and how to be republican to the students. The teacher completes all the exercises as they prepare for the lesson. This will allow him to test his readiness. It is well known that children's activity helps to

conduct the lesson, so the teacher should identify ways to increase this activity.

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