

ORGANIZING SPORTS ACTIVITIES IN PRIMARY SCHOOLS

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Abstract:

The results of physical education lessons are often the vitality of the teacher's plan, the effective use of equipment and sports equipment, technical means, sports facilities, temperature, climatic conditions, readiness of students, the methods and techniques chosen for the organization of activities, their age, taking into account their individual characteristics.

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A relatively long time or a series of lessons is enough to solve some of the tasks of education, and one lesson is enough to solve the necessary tasks. For example, it is not technically possible to learn how to climb a rope in a certain way and how to do it in one lesson. This is a common task, you need a series of lessons to do it. In addition, the participant's coordination of movement, physical fitness, ability to master (acceptance), as well as the reserve of movement, similar to the movement being mastered.

You can learn to hold the rope with your feet in one lesson. This is a small private task that will be addressed as one of the specific tasks in this lesson. In addition to the above, the objectives of education are to increase the theoretical knowledge of students in the field of physical education and sports, health, fitness, exercise. Physical education classes require not only education, but also a combination of human qualities - attentiveness, attention span, discipline, will, orderliness, purposefulness, independence and determination to overcome difficulties, and more.

Health tasks, like parenting tasks, should be addressed in every lesson. Proper organization and conduct of physical education classes allows you to wear appropriate clothing, maintain and observe the necessary sanitary and hygienic conditions in the classroom, to conduct classes in the open air, to solve health problems. .

The results of physical education lessons are often the vitality of the teacher's plan, the effective choice of equipment and sports equipment, technical means, sports facilities, temperature, climatic conditions, readiness of students, their age is associated with effective use, taking into account individual characteristics.

The organization of the lesson includes:

1) creation and observance of medical and hygienic conditions; 2) logistics; 3) effective solution of the task by choosing the right methods of organizing student activities in the classroom.

Creating a medical and hygienic environment for the lesson means a whole set of measures that occur during exercise, resulting from the health effect.

Therefore, it is important to ensure that the training venue meets the established medical and hygienic standards. The air temperature for the gym (preferably) is maintained at 14-16°C. Water should be sprayed on open areas during breaks, and gyms should be ventilated with windows open. It was found that in the human lung, when the air is still at rest, the exchange rate is around 4 to 6 liters per minute, and during high-intensity exercise (running, sports) the body's absorption can exceed 10 or more degrees. That's why it's important to keep your classroom clean.

In particular, the cleanliness of the floor in the hall, furniture, mats (carpets) requires constant attention and care. After each lesson, the floor of the hall needs to be wiped with a damp cloth. After the training, the training area will need to be cleaned. Because an unclean gym can be very detrimental to a participant's health, it can contaminate the body and sports uniforms.

Material and technical support of the course means the provision of sufficient educational equipment, facilities and training space, which allows to ensure the optimal intensity of the course, guaranteeing the completeness of the complex tasks.

In recent years, at the initiative of physical education teachers in many schools, gyms and sports grounds have been equipped with non-standard equipment, facilities and simulators that can be used by many students at once. The use of such equipment leads to a significant high-efficiency organizational form of lesson intensity, which ultimately leads to increased learning outcomes.

The content of a physical education lesson is expressed in the commonality of the four main components that determine the quality of the lesson. These elements are interconnected and are called the characteristic components of the lesson:

a) Exercises included in the course. It is the largest characteristic component of the course content. But such a concept is one-sided and serves as a subject for those involved in the tasks of upbringing, health, education. Exercises are the content of the generalized subject of the lesson, in other words, only one aspect of the content of the lesson.

b) Student activity in the classroom related to the performance of the recommended exercises is one of the next major components of the lesson content. This component consists of a variety of visual, intellectual and physical activities, which include: listening to the teacher, careful observation of the exercise, thinking about the imagination generated by the activity, which must be performed. The ability to think about the project of the activity, its implementation, control and evaluation of their actions, to discuss the problems with the teacher, to control their emotions and moods, to manage the emotions, etc. All student engagement is based on the content of the lesson.

c) The activity of the teacher is another component of the content of the lesson, which is manifested in the following cases. Assignment and explanation of homework, the ability to describe and organize the specific task of the lesson, to keep track of the participants, to analyze their activities, as well as to direct the activities of the participants in the right direction, to improve the relationship between them. It includes important key factors that play a positive role in the educational process, such as keeping it in the center of attention and directing, managing and controlling its activities.

g) Physiological, psychological, biomechanical and other changes in the body of the participants during the exercises are one of the major components of the course content. The fourth component of the course content is the latent period, which is planned through the formation of skills, resulting in changes in them, the formation of theoretical and practical knowledge, achievement, motor skills and its automation. This hides the effectiveness of the teacher and the students. Current monitoring is carried out to ensure that the planned educational work is taking place, and guidelines are prepared for how the pedagogical activity should be continued in the future.

One of the most important issues in physical education is how to set it up. Before we talk about the structure of the lesson, it is necessary to determine and determine what structural units it consists of.

The term "lesson plan" began to be used, depending on the sequence and duration of the exercises included in the previous lesson. Later, the terms "lesson plan" were used to describe the tasks assigned to the lesson and the exercises chosen to solve them. The term "lesson structure" was first coined by V.V. Used by Belinovich (1939) and aptly named the lesson structure. Belinovich argues that the structure is determined by the objectives of the lesson and the content of physical education. N.N.

For the first time, Yefremov (1959) tried to define the concept of "lesson structure" and referred to the structure and structure of the lesson as the interrelationship and relationship of the components of the lesson (introduction, preparation, basic and final). K.A. According to Kuzmina (1960), the structure of a lesson is defined as the number of parts, their importance and content, the sequence and duration of each part of the lesson. There are different opinions in the special scientific-methodical literature on the structure of the course. But now the debate is over and the lesson structure is considered to be three-part.

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