



EFFECTIVE ORGANIZATION OF A PHYSICAL EDUCATION LESSON

Pardabayeva Madinabonu Saydulla's daughter

Chirchik State Pedagogical University

Student of the Faculty of Physical Culture

mpardaboyeva@gmail.com

<https://doi.org/10.5281/zenodo.12635550>

Annotation: this article provides information on the effective organization of physical education classes and the interest of the student youth in the lesson of physical education.

Keywords: Individual approach, technique and safety, physical education classes, exercise.

Physical education plays an important role in maintaining and improving human health. This not only increases physical strength and endurance, but also improves the psychological state. There are a number of important factors and approaches to the effective organization of physical education. In this article, we will talk about the main aspects of the effective organization of physical education.

- Making a plan.

For physical education to be effective, first of all, a well-planned program is necessary. The program should determine short and long-term goals, draw up a training schedule. In the process of drawing up a plan, classes suitable for different age groups and skill levels should be planned.

- Individual approach.

Each person has different physical capabilities and needs. Therefore, an individual approach is important in the physical education program. Personalized programs allow you to achieve effective results, taking into account the abilities of each participant.

- Technique and safety.

Proper training and safety measures should be the main focus. The right technique will prevent injuries and increase the effectiveness of training. It is important to follow safety rules and use the necessary equipment.

- Motivation.

Motivation is one of the main factors of success in physical education. By stimulating and encouraging, participants can be involved in constant training. Directing towards the goal and recognizing their achievements increases motivation.

- Continuity and regularity.

The results of physical education are achieved through regular training. Constancy and discipline increase the effectiveness of physical activity. Through regular training, it is possible to maintain and develop physical form.

- Games and activities

A variety of games and fun activities make physical education more fun. This increases the interest of the participants and encourages them to take an active part. Sports and games foster community.

- Monitoring and evaluation

It is important to assess the effectiveness of training and monitor development. Based on the results of the observation, the necessary changes can be made in the program. Through this, it is possible to increase the effectiveness of physical activity. - Health and hygiene Health and hygiene are an integral part of physical education. A healthy diet and adherence to hygienic rules will increase the effectiveness of training. It is also necessary to allocate enough time for rest and recovery.

- Communalism

Teamwork and mutual cooperation are important in physical education. Team training brings participants closer together and increases mutual support. Through this, collective spirit and harmony develop.

- Age and gender compatibility

Physical education programs must be adapted for different age groups and genders. Classes should be organized, taking into account the peculiarities of each age and gender. This increases the effectiveness of the participants. The laws of nature that govern the process of physical education and Physical Culture, affect the human body, physical growth, have received the name principle-principle in the theory and methodology of physical education. Knowing the general principles of the development of the organism and their application in practice will bring the process of physical education of students to a more effective level. In the literature on physical education and pedagogy, the principles are described differently, but the analysis of sources shows that one principle, defined by different names, indicates the following content:

- conscious, understood Organization of physical exercises for the comprehensive development of students in the process of physical education classes;
- using different forms of exhibitionism to better master the exercises you are teaching;
- to ensure the simplicity, intelligibility of specific goal-oriented and psychological weights that are offered to each student;

To strengthen the demand and provide the groundwork for further training as students involved strengthen what they have mastered in previous training sessions. Considering that in pedagogical science these principles are relevant in teaching, we call didactic principles. It is more legal to call principles methodical rather than didactic - methodological, since physical education, training in physical exercises and arming those involved with knowledge, covering the upbringing of physical qualities.

The basic methodological principles used in the formation of skills and competencies are the same and necessary for all, regardless of the age of the students. It is advisable to separately consider the essence of each principle and the ways of its implementation in the process of physical education of students. The principle of awareness and activity. "In didactic literature, awareness is understood as the fundamental acquisition of laws, definitions and facts about the subject being studied, deep, comprehensive understanding of conclusions and generalizations, the ability to consistently and correctly State knowledge about the subject, the transformation of knowledge into trust and belief, the independent use of taught knowledge in marriage. Awareness is a principle directed towards conscious acquisition of knowledge. Conscious mastery of cognitive skills has the following characteristics: the purpose of education, the awareness of its need for life; conscious acquisition of factual materials and the ability to distinguish them among themselves; the perception of the processes of learning, strengthening, repeating knowledge; the ability to assess the results

achieved by oneself from the subject. Activity, in turn, provides the basis for the upbringing of strength in children.

These principles are complementary phenomena, the essence of which can be understood only when conceived as processes that are directed from the outside to the inside and from the inside to the outside. When activity is conceived as a process that is directed from the outside to the inside, then we realize the upbringing of strength in children in the form of personal quality. If activity is considered as a process that is directed from the inside to the outside, then one has to admit that the inner aspirations, emotions, interests of a person are a means of forming independence. The process of physical education is a two-way process. On the one hand, the teacher who seeks to teach, on the other hand, the student who wants to learn participates. Experiments show that if the student understands the essence of the task set before him and is interested in its solution, the duration of training will speed up and the quality will improve.

Conclusion

Factors such as planning, individual approach, proper technique and safety, motivation, continuity and regularity, fun games and activities, monitoring and evaluation, health and hygiene, communalism and age and gender compatibility are important for effective organization of physical education. Taking these factors into account, physical education programs can be effectively organized and the overall health and quality of life of the participants can be improved.

References:

1. Tolipov O'Q va boshq. Pedagogik texnologiyaning tatbiqiy asoslari. "Fan" 2006y 130-b
2. Usmonxo'jayev T. va boshq. Jismoniy tarbiya nazariyasi va uslubiyoti. "O'qituvchi" 2004y
3. "Montessori metodikasidan namunalari" metodik tavsiya Samarqand. 2004y
4. Abdullaev.A Xonkeldiev.SH «Jismoniy tarbiya nazariyasi va metodi»
5. Жўраев , Ш. ., & Абдурасулов , Ж. (2024). ҚАРБИЙ ЖАМОАДАГИ ИЖТИМОЙ ФИКР. Журнал академических исследований нового Узбекистана, 1(2), 97–103. извлечено от <https://in-academy.uz/index.php/yoitj/article/view/28151>
6. Абдурасулов , Ж. (2024). ҚАРБИЙ ЖАМОАНИНГ ПСИХОЛОГИК АСПЕКТЛАРИ. Бюллетень педагогов нового Узбекистана, 2(2), 59–65. извлечено от <https://in-academy.uz/index.php/yopa/article/view/28149>
7. www.lex.uz