

WAYS TO ORGANIZE THE PROCESS OF PHYSICAL EDUCATION LESSONS ON THE BASIS OF DIFFERENTIATION

Jammatov Jasurbek Sharipovich

Uzbekistan State University of Physical Culture and Sports

ABSTRACT

This article discusses the pedagogical, psychological and physiological aspects of the organization of primary school pupils through a holistic approach.

Keywords: Physical Education, Elementary, Differentiation, Pedagogy, Psychology, Individual, Movement, Normalization.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Primary education plays an important role in the education system. It is becoming a requirement of the time to develop physical culture and sports in primary education institutions, to increase the interest of pupils in physical education, to strengthen their knowledge and skills.

The differentiated approach to education is very important in the elementary school curriculum involving young children and in working with pupils from different groups in grades 1-4. One factor is the need to group pupils of the same age. Implementation of a holistic approach contributes to the development of physical qualities, contributes to the effectiveness of the learning process, and increases the interest of pupils in physical education and improves pupils' physical well-being.

The psycho-pedagogical literature shows that the problem of differential approaches is mainly related to the work with schoolchildren [3]. A stratified approach is not only a formulation of skills and skills in physical education but also a way of engaging pupils. Therefore, it should be used regularly, sufficient, perfect and compact so that it can perform its function, that is, to improve the health of the pupils, and to become a driving force to increase physical fitness.

Exercise pupils are encouraged to grow and develop their body only if they are properly selected for the pace and direction of their individual physical development, so these children require more attention in selecting and normalizing exercises than others.

Scientists and experts have shown that the physical performance of urban and rural pupils in different regions is not the same [1].

Sexual differences in the design, organization and conduct of activities related to physical education should be taken into account. This is important for normalizing the exercises used in physical education classes.

Ray Hkoyta, a Czech researcher, observed a group of junior high school kids. Physical loading was the same for everyone, but a survey of 5 years found that the strongest children in the groups remained strong and the weak were weak. In this case, there is a need to normalize the workload in the classroom approach. The goal of stratifying each pupil's individual capabilities is to promote a differentiated approach to physical education.

In the course of physical education, the issue of classroom approach to pupils is often studied by professionals. However, to date, the method of classroom approach to pupils in physical education is not being used in practice. One of the prerequisites for proper classification of pupils is the classification approach, which is especially important for pupils whose health and physical fitness are included in the medical team, leaving their illness classes.

As we approach our pupils in different ways, we need to take into account their development and diversity of skills, taking into account the content and form of the exercises. A stratified approach radically alters the development and decline of movement abilities (from one developmental level to another). Often, the development of the same physical attributes is associated with lower rates of development of other attributes. A stratified approach promotes the classification of pupil movement in the physical education classes according to their specificity and the achievement of category criteria. Also, the proper organization of physical education classes, in-class and out-of-school activities will result in good progress in the physical development of schoolchildren, improving their self-discipline and discipline.

At present there is no need to prove the need for a different approach to the organization of cultural and physical education. A multidisciplinary approach should be at the level of demand in educational work and also in the development of skills that pupils cannot master. However, the implementation of a differentiated approach still presents serious obstacles and contradictions. A stratified approach and clear vision should show what its essential features are.

It is very important to study the issues related to the improvement of the organization of education and training in physical education classes, to increase the level of physical training in each group based on a different approach.

Scientific and methodological work shows that, despite the importance of a stratified approach to trainees, it is often one-sided [2]. The results of scientific research can be summarized by the best practices of pedagogical practice: children's sports training should be based not only on the development of adolescence but also on individual pedagogical impacts, which are the individual differences. At the same time, the methodology differentiated in physical education has not yet been developed, given the load on the contingent of the physical characteristics of schoolchildren. A differentiated approach to improving the quality of teaching and learning in physical education classes is one of the areas for improving the quality of physical education.

The characteristic of the stratified and individual approach is that in determining the learner, the teacher takes into account his or her personality, client, character, psychological and physical abilities, body composition, and health. The differentiated approach to assessment requires different types of knowledge and skills to be met at different stages. In the course of movement learning, simple exercises become increasingly complex as skills become stronger.

The classification approach should also take into account the normalization of physical workloads used to develop the pupil body. Many foreign and local authors have confirmed this in their research. In physical education classes, a stratified approach to the measurement of physical loads to prevent the risk of various cardiovascular diseases can improve health outcomes. Teaching a school-age child to behave and thus maintaining a differentiated approach to nurturing skills is essential.

Dividing pupils into typological groups is dynamic. Typical group members change as pupils improve their motor skills. Students with relatively weak mobility skills are assigned to a high-performing group during their intended work.

In addition, the composition of the typological group may vary depending on the purpose of the physical education classes and the tasks assigned to each lesson. These rules are a prerequisite for a more inclusive approach to schoolchildren. In order to implement a stratified approach, it is necessary to take into account the individual characteristics of the behavioral features, the muscle function and the psychological, pedagogical and clinical characteristics of the schoolchildren.

In the course of physical education, a differentiated approach to learners is achieved when performing specific tasks and individual (individual) tasks at home. It is also important to note that children with the same physical and physical development tend to develop the same behavioral patterns. For this reason, developing individualized programs for developing some of the traits of some of the retarded pupils, developing a set of exercises on them, is one of the most important issues in organizing physical education classes for each pupil.

Differentiation of primary school pupils, in the framework of this classification, in classification of pupils into one or another group is made by the following criteria:

- a) physical training;
- b) Formation of action.

In accordance with these criteria, pupils should be divided into the following 2-3 groups:

- Highly trained pupils;
- pupils with moderate physical training;
- pupils with low physical fitness.

The content of the learning material is the same for pupils of all groups in teaching action.

Differentiation of means, forms and methods of education.

In summary, it is appropriate to determine the physical readiness of pupils in secondary schools, and to provide them with a moderate load, grouped by classification and individual ability.

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