

MONITORING OF PHYSICAL AND HEALTH WORKS IN RURAL COMPREHENSIVE SCHOOLS

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ABSTRACT

The article discusses the results of monitoring the organization of sports and recreation activities of the pedagogical team of subject teachers working in rural educational institutions.

Keywords: Monitoring, sociological survey, physical status, physical fitness work, pedagogical experiment.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the Decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev UP-5368 dated March 5, 2018 "On measures to radically improve the public administration system in the field of physical culture and sports" it is said that "raising and realizing the creative and intellectual potential of the young generation, forming "a healthy lifestyle among children and youth, attracting them to physical education and sports is important."

An urgent problem of the public education system of the Republic of Uzbekistan is improving the quality of training of teachers in physical education who carry out physical education and health work in rural educational institutions. the solution of which is largely connected with the modernization of the content of education and the introduction of innovative pedagogical technologies in the educational process in physical education, taking into account the influence of regional factors.

In the Republic of Uzbekistan, more than half of secondary schools are located in rural areas and almost 60% of the rural population live in rural areas, which determines the relevance of the problem being studied.

The state's personnel policy is aimed at training qualified physical education teachers who are obliged to solve the problems of eliminating the detected negative factors associated with the high turnover of pedagogical personnel in the countryside and impose great responsibility on the physical education departments to solve the problem of ensuring the pedagogical process in training specialists in the field of physical education and children's sports.

The improving orientation of physical education in the school day mode necessitates the search for new innovative pedagogical technologies, taking into account regional factors in the countryside, constant correction of the educational process in order to monitor the amount of physical exertion presented to students of different levels of physical fitness and their health.

The modern development of pedagogical science necessitates the introduction of innovative pedagogical technologies related to the development and implementation of modern achievements in the field of pedagogical science of physical education into the educational system of educational institutions.

The continuity of the learning process, based on continuous monitoring, should be ensured by the unity of the lesson and extracurricular forms of physical education and sports, the optimal combination of physical activity, contributing to the sustainable adaptation of rural students to the educational process.

The experimental scientific research conducted over the years on the problem of rural physical education and sports, gives reason to believe that attempts to reanimate physical education, recreation, recreation and sports-mass work with old organizational forms and methods do not give a positive result.

Unfortunately, physical education classes in rural educational institutions, as before, are focused on solving problems, reflected only in indicators of schoolchildren fulfilling the test standards provided for by the curriculum.

Studies have shown that in most rural educational institutions the presence of a weak material and sports base, an incomplete set of sports equipment, and the absence of specialists with high qualifications in physical education.

Monitoring the results of pedagogical testing of the level of motor abilities and the state of health of students living in rural areas, conducted in conjunction with representatives of medical institutions, revealed the impact of regional adverse environmental factors associated with the influence of hyperthermia in the spring-summer period and associated with the implementation of sports and recreational activities, which provides a basis for the study of this current problem.

Based on a survey of rural school physical education specialists, it was revealed that one of the effective forms of physical education in the school day mode of a comprehensive school is physical education and health activities.

A questionnaire survey of physical education teachers working in rural secondary schools made it possible to identify certain factors of this profession. So, the age of teachers teaching in rural educational institutions of the Ferghana region was from 22 to 30 years –17%, from 30 to 40 years 26%, from 40 to 50 years 35%, 50 years and above 22%.

Teaching experience at a rural general education school that started teaching - 7%, up to 5 years old - 24%, from 5-10 years old 26%, from 10 to 20 years old 17%, from 20 to 30 years old 14%, above 30 years old 12 % of teachers.

To the question, “Why did you decide to choose the profession of a physical education teacher? Attracted work with children - 16%, according to the instructions of parents - 4%, 34% - sought to get higher education, 9% - convinced of the abilities for this profession, where mainly these were students with sports categories in selected sports during their university studies, 6% - attracted the prestige of the profession, 2 9% - a desire to serve in the internal forces and 2% had other motives. (4)

We do not consider it advisable to carry out physical-health-improving work with students in the system of educational institutions only by representatives of the physical education profession and recommend involving the entire pedagogical staff of the school in this work.

The analysis of personal data revealed that most of the subject teachers have higher education (92%) and, naturally, the theoretical knowledge and practical skills that they obtained during physical education during the university's studies allow them to take an active part in all physical education and sports activities of the school.

In order to determine the skills of teachers to formulate an opinion on “physical education and health work”, the following formulations were reduced: physical education lessons, the introduction of health-saving technologies into the educational process, morning hygienic gymnastics, physical education minutes, rational nutrition, health lessons, sports sections, the formation of children's desire to participate in recreational activities, the implementation of educational, educational and health-improving tasks of physical education.

Of interest was the question of teachers' self-esteem by subject teachers of their knowledge of physical education and health-improving activities, which make it possible to determine their level of university training in physical education for this practical work at school. Only 7% of young teachers noted high indicators, as it turned out they had previously been involved in the chosen sport, sufficient - 38%, satisfactory - 34%, insufficient - 21%.

To the question, “What prevents your participation in physical education and health work with students?” Uncertainty in their athletic abilities - 21%, poor material and sports base of the school - 19%, insufficient number of practical skills in conducting physical education and health work - 12%, dissatisfaction with wages - 17%, rejection of the rural adult population regarding the participation of the female team of young teachers 22% and 9% of teachers were unable to formulate the reason for their refusal in fitness and fitness work.

Based on the results of an oral survey of subject teachers, it was revealed that only - 18% of them are able to make up a complex of morning hygienic gymnastics, 23% can spend physical training minutes in the classroom during the lessons, 6% can determine their health status, 9% - conduct pedagogical testing of physical development and physical fitness with an analysis of the results obtained by schoolchildren, conduct physical education lessons at school - 8%, organize physical fitness and sports e events - 15%, conduct discussions about a healthy lifestyle - 21%. (Fig. 1)

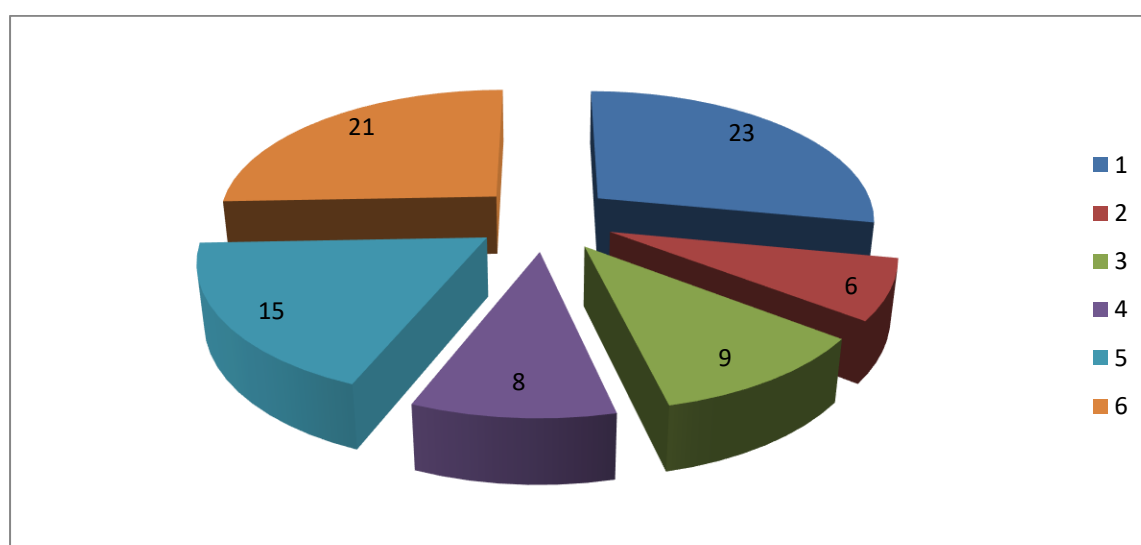


Fig. 1 Results of a questionnaire survey of subject teachers working in rural secondary schools

To the question, "What is necessary for conducting fitness and health work at school?" Knowledge and ability to implement the educational, educational and health-improving tasks of physical education - 35%, knowledge of the theoretical and methodological foundations of physical culture - 26%, the ability to organize and conduct physical exercises - 18%, the ability to objectively assess the physical development and physical fitness of schoolchildren - 21%.

A survey of the teaching staff working in rural educational institutions made it possible to determine their attitude to their own health, where 84% of male teachers surveyed indicated the absence of bad habits in the form of smoking, 37% - teachers sometimes perform physical exercises in a school day mode that bring them joy, desire lead an active lifestyle and educate students in the need for physical exercises, 19% - expressed a desire to improve their theoretical knowledge in the field of physical education about health-improving activities and 3% of teachers indicated that physical education does not affect their health. Based on the studies, it was recommended that pedagogical vale logy be included in the university's educational process, which forms the willingness for future fitness teachers to work in rural rural schools - 87%.

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