

## A MEANINGFUL FEATURE OF THE TECHNOLOGY OF ORGANIZING SCHOOL PHYSICAL EDUCATION CLASSES

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### ABSTRACT

This graduation work is about physical education lessons in high sport school is to teach students about the physical attributes to the introduction of innovative technologies aimed at the development of modern methods of teaching movement, the general classification of the essence, the concept of vision. Physical education theory and methodology of noise that can be used in educational technology in teaching students how to study the concept. Final work of students in the physical qualities of positive effects on the body.

**Keywords:** Competition, exercise norms, load, qualities, general developmental, cyclic, acyclic, practical, verbal, demonstrative, methods.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Pedagogical design today is the diversity of approaches to its study, the separation of different bases of the introduction of new concepts apparatus, the specificity of the design process is distinguished by an emphasis on various aspects. This is reflected in theoretical models, in a variety of research situations.

To date, the method for the "average student" has been fully used. To unite school students (by gender, age, level of physical fitness) into the same groups and individualize the methods and techniques of the educational process; search for effective means of skill formation; setting the optimal loading regime of the school, family, out-of-school institution; development of means and methods of physical education; increase the body's resistance to adverse environmental factors; it is advisable to develop methods and means of recovery that stimulate motor activity. Technologically, the problem of the training material itself and its task-related structuring are of fundamental importance. In solving it, it is proposed to distinguish between the concepts of "didactic material" and "teaching material". Didactic material, G. A. According to Ball, it is a system of objects, each of which serves as a material or materialized model of a system, which serves as a means of solving some didactic problem that differs in terms of social knowledge and experience in the teaching process.

The teaching material is a system of models provided by the didactic material presented in material or materialized models and intended for use in educational activities.

Since learning activities are evaluated as the solution of a system of learning tasks, then, of course, the learning task is part of the learning material. In this regard, the study material relates to knowledge can be considered as a pedagogically acceptable system of tasks. In this case, the teacher is the basis for the actions of the structure of the system of educational tasks on the design of teaching material and the development of didactic material.

The design specification of the reading process was first introduced by M. A. Substantiated by Danilov. He proposes to consider the logical problem of the learning process in three aspects:

in general, as the main direction of the spread of the learning process in the course; as the logic of a learning process limited to a specific topic; as a unit scale of mastering the logic of the learning process. M. A. It is possible to draw a parallel between the types of pedagogical tasks, separated by Danilov's interrelated logic and time features, just as between the pedagogical task and the "link" of the learning process.

Lesson technology is a system that consistently integrates the design learning process into practice, ensuring the achievement of well-thought-out and well-thought-out goals and objectives, both by the teacher and the students. Such lesson technology clearly reflects the activities of all subjects with structure, structure, planned outcome, low consumption of time and effort.

Course technology is also a model, scheme, action plan and system of activities that guarantees clear results of the teacher and student actions in the implementation of the learning process.

The pedagogical design of the lesson is the interaction of teacher and students, aimed at mastering (mastering) the learning material in accordance with the purpose. The essence of this activity is to put theoretical ideas into practice, to create projects that are capable of implementation. Thus, the development of a particular pedagogical technology can be called a pedagogical design process. In turn, pedagogical design can be assessed as a procedure for creating pedagogical technologies that are ready for use without further explanation.

The sequence of its steps is as follows:

- selection of teaching content provided by the curriculum and syllabi;
- The teacher should set the following priorities, which should be focused on them: it should indicate what professional and personal qualities are formed in students in the process of teaching the projected subject;
- selection of technology focused on a set of goals or a single priority;
- Development of teaching technology.

The use of pedagogical design technology helps to optimize the learning process, because it not only increases the efficiency of teachers, but also saves their time. This technology is characterized by being deterministic and algorithmic.

The design activity of the teacher must meet the following requirements:

- didactic: technology is didactic, takes into account in the design of the lesson its features as a pedagogical system, the appropriateness of designing a system of lessons on the topic, distinguishing the place and type of each lesson;
- Independence: the teacher is given the opportunity to design lessons, regardless of the technical equipment of the classroom ("paper" and "computer" options of technology);
- standardization: the content and objectives of teaching are in line with the state educational standards and are recorded;
- The completeness of the content: the presence in the database of ready-made systems of lessons on some topics of the course;
- Learning: have the opportunity to design their own lessons and store them in a single database;
- comprehensibility: there is an opportunity to exchange pedagogical information, as it facilitates the circulation of documents in electronic form among teachers;
- creative realization: despite the existence of clear technological stages, there is an opportunity to realize the creative and professional potential of the teacher in creating a system of lessons, defining learning objectives, choosing the content of lessons, selecting teaching methods and tools.

As a method of graphic design of the lesson, it is a technological map-table, which allows you to structure the lesson on the parameters selected by the teacher. Such parameters can be the stages of the lesson, its objectives, the content of the teaching material, methods and techniques of organizing learning activities, teacher and student activities.

Design-based teaching technology helps to create a pedagogical environment for the student to develop the creative skills and qualities necessary for his or her creative activity in the future, regardless of a particular profession.

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