



Developing the Skills and Skills of Students in Physical Education and Sports

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Abstract: *The article focuses on the organization of classes with school-age students, the development of interest and skills in physical education and sports in school students, research on the topic.*

Keywords: *School, pupil, physical education, sports, training, skills, methodology, didactic.*

Teaching methods consist of various combinations of systems of methods, depending on the subject, specific didactic tasks, real tools and the specifics of the educational environment. One of the cornerstones of all physical education techniques is "the method of choice that combines workload with rest."

The nervous system and the whole body of schoolchildren are extremely plastic and susceptible to external influences. The load is expressed on the one hand in the scale of exercise and the intensity of their performance, which accelerates the functional processes in the body, on the other hand, the load affects the dynamics of mental functions of the student in mental activity, explaining and demonstrating exercises, in the concentration of attention and perception, in the comprehension of tasks, in the accuracy of the response, and so on. One of the most important tasks of a teacher should be the right amount of time spent on mental and physical exertion and the rest after school. The main problem of didactics is the discovery of the laws of education.

The following general didactic methods of education are used in their formation: the information-receptive reproductive method and problem-based learning, as well as the method of forming the creative potential of students. The information-receptive method is that the educator informs students of some of the necessary knowledge in the formation of motor skills and directs their perception to this knowledge and shows examples of motor activity, connecting knowledge with practice. Therefore, this method allows a complex use of different methods - oral, visual and practical. The main didactic essence of this method is that the information is clearly presented by the teacher, and the students consciously perceive and remember the book. Such interconnected, interdependent collaborative activities help students develop qualities such as willpower, attention, and active thinking.

In order for students to fully master the movement activity, the teacher uses the second-reproductive method (or the method of organizing the repetition of activities). Its didactic essence is that the teacher invents a system of repetitive tasks (exercises). These exercises are already familiar and mastered by students in the process of information-receptive method used by the teacher. Students practice these exercises over and over again, identifying them over a pattern and repeating them. However, overuse of a particular exercise reduces students' interest in the exercise and even to some extent impairs their mastery. Therefore, once you have mastered the exercise, it is advisable to improve it with different options. This means that the reproductive method raises the acquisition of knowledge and skills to the level that students can use in pattern and variant



situations. Both of these methods provide students with the acquisition of knowledge, movement, skills, and abilities. They are "economical and purposeful and will remain so."

The first two methods provide the necessary fund of knowledge, skills and abilities of students in the learning process. However, they only prepare students for the experience of creative activity and are the basis for successful teaching of creative activity to students. When organizing such activities for students at school, the teacher resorted to a problem-based teaching method. It prepares students to gradually solve problem-solving tasks in physical education and movement games. When a teacher sets a task, he thinks about the whole process and the result before solving it. The educator encourages students to solve the task using previously acquired skills and abilities. The educator uses the problematic situation in this and creates it with actions in a specific situation. For example, before playing the familiar game "Rabbits in the garden", students are asked to solve the following task as a group: how to make it harder for rabbits to escape from the garden and how to change the game so that the guard does not catch them immediately. Students decide on a variety of options: the guard should stand on the tower (gymnastics wall), not on the field - rabbits can be seen from there, but they are difficult to chase; you have to go down for that; it's not easy for rabbits to escape either, because if they want to escape, they have to either jump over the wall or go under it. In the process of teaching students to exercise (at the level of mastering them), the teacher begins the work of preparing them for creative research by working with them. It shows the possibilities of mastering actions, replacing them with each other, inventing new options, and invites students to complete and change them. Research shows that (L.M. Korovina), primary school students successfully master these methods (under regular guidance), demonstrating a variety of individual capabilities in solving creative tasks. Later, they use the movement skills they have learned by inventing exercise options. The teacher then complicates their research and gives them a creative task — suggesting that they come up with a new exercise. Students gradually complete these tasks individually and collectively. The same thing applies with steroids. Students initially use different signals in the game, change game images, and change the game's plot. The teacher develops students' imagination, broadens their horizons, teaches them to choose individual episodes from fairy tales and stories for the game, and prepares them to invent games based on familiar fairy tale plots. In Phase 3, students can complete creative tasks and "come up with fun action games on their own with great passion". According to the data, the first creative activity in school occurs at an early age. In a story game, it is seen in the process of the game image-birds, rabbits, cars, etc., depending on the student's ability. The role of the student in the play is still simple, but creative. Creative activity in the student is often manifested and developed in the context of the educator's emotional guidance of the entire play process. The game begins with a short story in an expressive, figurative way (1-2 minutes). In the process of play, children gradually develop imagination, identify an image that is strengthened by the playful actions of children who feel like rabbits and birds, and this is accompanied by joyful emotions. All this will serve as a basis for the development of further creative opportunities. The development of the emotions of a school-age child depends on the organization of activities in accordance with his needs. The activity that is important for the child requires not only mastering it, but also the formation of an attitude towards it, which is manifested in emotional experiences. Significant activity reflects a need. " In the theory and methodology of physical education of school-age children, in addition to the general didactic methods of education, the methods specific to this part of the program, such as demonstration, oral, practical games, competitions, are legally used. Thus, "teaching methods are approached in a general didactic way, taking into account the specifics of a particular field."

The choice of methods depends on the tasks of the teacher, the content of educational work, as well as the age and individual characteristics of children.



Thus, the teacher uses visual methods that provide the brightness of emotional perception and movement sensations. They are necessary for the formation of a very complete and concrete idea of the action that activates the development of sensory abilities in students; verbal methods aimed at children's minds help them to understand the tasks set and consciously perform movement exercises, which play an important role in mastering the content and structure of exercises, to apply these exercises independently in different situations; practical methods are related to students' practical movement activities and provide a practical test of the correct perception of movements in their musculoskeletal senses. Practical methods are characterized by full or partial regulation, training in the form of games, the use of elements of competition. One of the different types of practical methods is the game method. This method is close to the leading activities of school-age children, is very unique and effective in working with them, and takes into account the elements of visual image and visual practical thinking. It allows you to simultaneously improve different movement skills, independence of movement, quick response to changing conditions, to be creative. In the process of play, children develop moral and volitional qualities, the desire to learn, the experience of behavior and team behavior. Teaching children to play uses play techniques that help to clarify the emotional imagery of the nature of the movements (e.g., "You run as light and quiet as a mouse," "You have to jump like a rabbit"). The competition method is also part of the practical method. It can only be used in the teaching of school-age children under pedagogical guidance. This method is used to improve the movement skills that more children have already acquired (but not to compete for the championship). Compliance with children's strengths, the development of moral and willpower qualities, as well as the correct assessment of their own achievements and the achievements of other children on the basis of a conscious attitude to the requirements is a mandatory condition of the competition. It is especially important to cultivate such qualities as team spirit, envy of the success of others, and unselfish enjoyment. Failure to complete a task in the form of a game or exercise during a competition for quality or speed can upset a child. In this case, the role of the teacher, the ability to turn a negative emotion into a positive emotion, is extremely important. This is achieved by preparing students to understand the competition process, and when they fail, by influencing their minds with convincing arguments and turning negative emotions into a factor in the successful completion of the task. In the pedagogical process, teaching methods are used in a complex way. The teacher uses the visual method of teaching, taking into account the content of the exercise, the age capabilities and individual characteristics of students - in the second case the child achieves comprehension by explaining the pattern of movement, in the second case verbal explanation of the content and structure of the exercise method. In the second case, however, the educator relies on a concrete understanding of the life experiences and actions available to children of this age. Immediately after the demonstration or oral methods, students should move on to practical actions - independent performance of actions.

The bottom line is that in order for secondary school students to develop a sustained interest and ability in physical education and sports, physical education teachers need to engage in physical education and sports on a regular basis to keep young people healthy and strong. will have to constantly propagandize and propagandize about.

References

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