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Zulfizar Sharipovna Yusupova
Bukhara State University
base doctoral student

METHODOLOGY OF INCREASING STUDENT LEVEL OF PHYSICAL PREPARATION THROUGH PHYSICAL EDUCATION CLASSES IN PRIMARY EDUCATION

Abstract: The article describes the methods of organizing physical education in preschool and primary education on the basis of focusing on children's health. The author also points out that due to the diversity of children's physical fitness and mobility in the organization of the lesson, teachers should achieve their goals individually with each student, rather than dividing them into levels.

Key words: Health and fitness, pupils' physical preparation levels, physical instruction which makes health and fitness, approaching differential, pupils who acquire well and fast, pupils who acquire slowly.

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Introduction RELEVANCE

The attention paid to the upbringing and health of the younger generation today is the attention paid to the future. It is no secret that unprecedented work is being done in our country in this area, including in a number of areas to improve the health of the population. It should be noted that pre-school education and upbringing of physically and spiritually mature people from primary school age is one of the most pressing issues facing education today. To this end, the development of physical culture and sports in Uzbekistan is considered at the level of state policy, used as a field. It is no secret that thanks to independence, our country has made great strides in the development of this industry. In order to educate the younger generation, sports complexes that meet the requirements of state standards have been built and are operating effectively. Physical education and sports should be an integral part of the overall culture of the country's citizens. At the current stage of development of humane society, in the field of physical culture and sports, issues related to improving the general level of physical fitness of students, the development of their abilities are important. Physical education classes in primary

education are aimed at developing students' motor knowledge and skills, laying the foundations for physical fitness, which will help them to develop in all respects. Physical fitness is the most important condition for good health, and its improvement depends on the fact that physical education in schools is aimed at improving the quality of health.

Research method: Theoretical analysis and generalization of the literature, pedagogical observation

Results and discussion: Traditionally organized physical education classes are aimed at developing certain physical abilities of schoolchildren, the formation of knowledge and skills that are characteristic of this age group, the knowledge that meets the requirements of physical education. Due to the diversity of children's physical fitness and mobility in the organization of such training sessions, physical education teachers need to achieve their goals individually with each student or by dividing them into levels. However, little attention is paid to this issue in the educational process.

An important aspect of the modern concept of physical education for students is that it aims to increase the role of the problem of health in physical education classes. Unfortunately, not enough attention

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is paid to this area in the educational process. Our observations show that effective methods of combining theoretical and methodological knowledge with health-improving technologies in the process of physical education for primary school students have not been fully developed. Finding a solution to this problem is extremely important in strengthening and maintaining the health of primary school students with varying degrees of physical fitness. Another shortcoming of the previously developed system of physical education classes is that its main purpose is not educational, but educational. In the school physical education system, as well as the lack of an individual approach to physical exertion exercises, taking into account the physical development and functional readiness of students. This is partly due to the fact that diagnostic methods are not used to determine the level of physical health. To improve the physical fitness of society, especially children, physical education and sports should become an integral part of daily life for all segments of the population. An effective way to do this is to develop a positive attitude towards the system of physical education and sports in children. The solution to this problem largely depends on the level of interest and satisfaction of the children involved in these activities. Therefore, the study of attitudes to physical education and sports is directly related to the theoretical and practical pedagogical education, which serves to form an attitude that implements not only social and psychological, but also the principle of consciousness and activity in the classroom. It is also an important issue. Exploring the origins of students' dissatisfaction with physical education and sports classes will help them learn about attitudes toward exercise and increase their participation in physical education classes. The need for a comprehensive individual approach to physical education has arisen due to a number of factors that are allowed in physical education classes. General education, which is the same for all children to demonstrate their abilities and talents, does not guarantee their intensive development. This is primarily due to the heterogeneity of students in the same class, the diversity of their interests and abilities. There may be students in the groups who are already familiar with the material being taught, and the movement exercises may not be a problem. The participation of such students in the lessons is taken into account by the teacher, and in order to achieve a relatively high level of mastery, it is necessary to develop a more complex task, to deepen the motor exercises. At a time when one student is already learning motor skills, another student may already be mastering that knowledge perfectly. During the movement training, each group completed an exercise based on their physical fitness. The importance of the attractive aspects of physical culture also varies with age. If younger schoolchildren are generally interested in physical activity (children

love to run, jump, and play, even if they don't think it's a means of physical and mental development), teenagers are more likely to engage in exercise for a specific purpose. are engaged. For high school students, first of all, their life plans, that is, the interests associated with preparing them for a particular professional activity, are formed.

Given the specific reasons for the interest of schoolchildren in physical culture, the physical education teacher is committed to the promotion of physical culture, regardless of the material covered in his work. should build on the formation of interest. At the same time, schoolchildren have different interests in different programming materials. In elementary school, boys prefer sports and girls prefer movement games. In these classes, all other exercises in the curriculum are enjoyed by students approximately equally.

Beginning in 3rd grade, interests begin to vary more and more. One-third of girls prefer gymnastics and acrobatics and at the same time do not like general developmental exercises.

School children often refrain from such exercises because they do not fit the purpose of going to class: running, playing, talking to friends. Therefore, in order for school students to perform all the exercises conscientiously, it is necessary to form in them a long-term goal of attending physical education classes - self-development.

The task of a physical education teacher is to instill in schoolchildren a sense of purpose, that is, a desire to achieve a goal that is long overdue. When a goal is important to a student, meets his or her interests and interests, and is considered achievable by him or her, purposefulness arises.

In some cases, the interests and purposefulness of school children engaged in sports may conflict with the physical education tasks of these school students in physical education classes.

Interest in physical education and sports are different stages in the development of an interest. An interest in physical education can turn into an interest in sports, or vice versa.

Active interest is an interest in physical education classes. A passive interest in physical culture is a wonderful, informative, and cognitive interest that is not related to active exercise. Thus, interest in physical culture is an integral result of complex processes in the motivational field of school students.

However, interest in physical education is always raised and conducted in any subject, but the impact of interest on being is still insignificant: only a few of the hundreds of high school students engage in physical education independently.

The fact is that the motivation for the student is internal and external. Interest arises only on the basis of internal motivation. It is, paradoxically, that it allows the student to cope with great physical and

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neuro-emotional stress with interest at his or her own request. At the same time, the student performs tasks and exercises with enthusiasm, as if pushed by some invisible current.

First graders feel and behave this way in emotional and plot-based games. They have a natural, innate inner motivation for such games. However, in connection with socio-pedagogical tasks, factors, conditions and in connection with the development of the student's personality, various means, methods, external rag to form and develop an interest in physical culture. batlant; competitions will be required at the same time. However, internal motivation arises only when external motivation (assignments, exercises, standards, requirements, etc.) meets the child's capabilities, when he feels satisfied with the learning process and is inspired to succeed in fulfilling these external requirements.

CONCLUSION

In modern conditions, the problems of improving the educational process in physical culture,

the formation of interest in physical culture and sports, in particular, the formation of a healthy lifestyle through systematic physical education are of particular importance.

Students' interests in physical education vary: health, desire to shape, desire to develop willpower, etc. Boys and girls have different interests: girls often have a beautiful figure, flexibility, elegance of movement and gait. thinks about, less speed, endurance, strength development. Boys want to develop strength, endurance, speed, agility.

The importance of the attractive aspects of physical culture also varies with age. If younger schoolchildren are generally interested in physical activity (children love to run, jump, and play, even if they don't think it's a means of physical and mental development), teenagers are more likely to engage in exercise for a specific purpose. are engaged. For high school students, first of all, their life plans, that is, the interests associated with preparing them for a particular professional activity, are formed.

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