

Innovations In Fitness Works and Physical Education

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Annotation: This article describes the organization of physical education, sports and fitness classes in secondary schools, the methods of their organization, the purpose and objectives of health activities, its features and the conduct of movement games. We are talking about the methodology.

Keywords: Student, Physical Education, Sports, Fitness Activities, Action Games.

The process of physical education is multifaceted. In this process, both education and upbringing are given. In the process of physical education, education is aimed at developing and improving motor skills. At the same time, the physical development of trainees is affected.

Taking into account the physical development and physical fitness of students and their age and gender characteristics, they are involved in physical education and sports clubs in educational institutions and special sports institutions. With the correct organization and management of sports, it is possible to achieve positive results in the development of the organism and in sports when students engage in sports.

General physical training is organized on the basis of physical education. The general physical condition of students is monitored during competitions and sports holidays.

The main condition for the success of the game is that the teacher has mastered the technique of leading the game process.

Moving games are gradually complicated according to the requirements of the program, the development of children's consciousness is changed, taking into account the experience of movement they have accumulated.

In the middle group, the simplest competitions can be played individually or as a team.

In a large group, movement games for children are complicated by their content, rules, number of roles, and the introduction of submission to team competition.

Students in the 10-12 age group play a number of complex movement games, as well as team games consisting of team competitions, game relays, and sports games. All this helps to develop agility, speed, endurance, motor skills, moral and volitional qualities.

Introduce students to a new game. Explaining its content and rules requires careful preparation by the teacher. Some games can be used to clarify students' knowledge through pre-arranged conversations. Their imaginations are defined, the game develops an attitude towards the characters, the main imagination grows.

The explanation of games can vary depending on their type, but the event is always emotionally exciting, prepares students for a fun game activity, evokes a desire to start the game faster, and is a game. should be motivated to complete assignments with enthusiasm.

The explanation of a meaningless game should be short, clear and expressive. The teacher explains the sequence of game movements, the location of students and game attributes (shows objects in small and medium groups, and in large groups without targets) using the space phrase 'shows and defines the rules. The teacher then asks the students a few questions.

As long as the rules of the game are clear to the students, the game will be fun and organized.

Elements of the competition In the conduct of existing games, the teacher explains the game, defines the rules, methods of play, conditions of the competition, encourages students to try to do the tasks well and confidently do well. The teacher unites groups of teams with equal strength, taking into account the physical development and individual characteristics of students; in order to activate insecure, shy children, he joins them with brave, active children. Sometimes team captains, referees and assistants can be chosen to give the game a sporty look.

Explain meaningful games. The teacher's task is to embody the visual scene of the game situation in front of the students, to vividly depict the game images, to influence the children's imagination and feelings, to activate their creative initiative.

In the middle group, it is enough to suggest a familiar game and just mention the rules.

In large groups, it may be helpful to encourage students to remember the content of the game. One describes the course of the game, the other lists the rules. Then the children start to organize the game without the help of the teacher.

Distribute roles in the game. The teacher follows the pedagogical task (proving how important it is to encourage a newcomer or, conversely, to be brave in the example of an active child, or to refuse a confident child's request and hand over the role to a timid child who is afraid) or enter the game on their own to the delight of the children or take on the role of a starter or a simple participant.

The facilitator can also ask the children to make the choice and ask them to explain why they gave the role to the child.

In small groups, the teacher takes the lead. During the game, the teacher monitors the movement and interaction of children, the implementation of the rules, gives brief instructions, monitors the emotional state of children. Talk about breaking the rules with some kids before you replay the game.

End of the game. The action game ends with a general walk that reduces physical activity. Walking can also be replaced by a less active game that is the same in importance.

It is not necessary to conclude the game as soon as it is over, as the student's slow transition from rapid movement to rest will adversely affect the activity of the heart and the whole organism. In evaluating the game, the teacher emphasizes the positive aspects of the game, names the students who have successfully performed their roles, has shown courage, endurance, mutual support, and discusses the violation of the rules and the students' connection with it. He shows his movement with a sigh.

In large groups, the teacher prepares the children to organize the movement games independently, observing the progress of the games and, in particular, the observance of the rules and the relationship between the students. She gives children tasks such as inventing action game options by changing its content, rules, game actions, and then finding a new game of their own thinking.

In order to develop independence and organizational skills in a large group of children, the teacher invites them to play with a small group of children. The game is played under the supervision of a small group teacher.

Moving games play an important role in educating students in all aspects. Play, no matter how it is expressed, makes a child happy and makes them feel positive. Moving games broaden the student's worldview and are a unique tool for learning about the environment.

The rules of health-improving activities determine the course of the game, regulate children's activities, relationships, help to cultivate moral and volitional qualities.

Adult guidance is important for every child to understand and follow the rules of the game.

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