DESIGN ACTIVITY IN PHYSICAL EDUCATION CLASSES PEDAGOGICAL DIAGNOSTIC SYSTEM

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ABSTRACT

This article is devoted to give concepts to students about physical qualities in higher educational institutions using innovative technologies. The questions of modern methods of teaching movements are revealed, the classification and meaning are revealed. The issues of teaching the subject of Timo feedback using pedagogical technologies are considered. Designing a lesson includes requirements, design principles, an algorithm, has certain features, is of particular importance for the organization and results of the activities of the participants in the educational process. The article deals with the issues of the influence of physical qualities on the body of students.

KEYWORDS: *Considered, Physical, Distinguished*

INTRODUCTION

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 sex, 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 for 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.

From a technological point of view, the problem of educational material itself and its task-based structuring is of fundamental importance. In solving it, it is proposed to distinguish between the concepts of "didactic material" and "educational 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, each of 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 learning tasks for 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.

Course technology is a system that consistently integrates the design learning process into practice, ensuring the achievement of goals and objectives that are deeply understood and well thought out by both 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.

Lesson technology is also a model, scheme, action plan and system of activities that guarantees clear results of teacher and student actions in the implementation of the learning process. Certain activities of teacher and student should be interrelated and aimed at achieving goals.

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 additional 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 goals 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: the ability to design their own lessons and store them in a single database;

-comprehensibility: there is an opportunity to share 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.

Designed lessons combine the following common features:

- Teacher-student relationship;

- High level of organization of thinking activity;

- The combination of collective and individual forms of work;

- increase the level of emotional impact on students;

- Maximum cognitive independence;

- Encouraging individual learning to promote a differentiated approach;

- increase the efficiency of the learning process

The pedagogical design of the lesson is carried out in three successive stages:

- Modeling;

- Design;

- Construction

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.

The teacher's role in designing a lesson is that he or she is an adult in the learning process, nurturing in his or her students a full experience of independent work, an understanding of the work to be done and responsibility for people.

Pedagogical activity is defined by teaching methods and forms and has the following sequence:

1. Get acquainted with the objectives of training. Selecting goals and defining your own (meaningful and specific) goals.

2. Get acquainted with the content of the material. Selection of content and forms of its presentation.

3. Distribution of material content for teaching purposes.

4. Selection of teaching methods. 5. Formation of learning situations. 6. Select a course type. Introduction to the stages of the course macrostructure. 7. Selection of teaching aids. 8. Describe the topic of the lesson. 9. Distribution of lesson time in stages. 10. Demonstrate teacher-student interactions at each stage of the lesson, with notes on the board and in the student's notebook.

Thus, the system of lessons and (ES) -emotional-voluntary design technology allows the teacher to formalize and minimize the activity of creating a system of lessons on the topic, because this work allows to increase the effectiveness of lessons and the quality of lessons.

The importance of educational design technology for school students is as follows.

- The practical feature of the design of educational activities is that it allows you to form a wide range of socially valuable motives of student activities;

- Increases the understanding of the nature and necessity of physical education and health activities, self-esteem, creates conditions for the individual to creatively express their potential;

- in the process of participation in the projected training, the social experience of the trainees, their skills in seeing, distinguishing and solving personal, educational, communicative and social problems are formed;

- social relations expand, the ability to interact with different people develops.

Design-based teaching technology helps to create a pedagogical environment for the student to develop the creative skills and qualities necessary for his / her creative activity in the future, regardless of a particular profession. Yu. A. Konarjewski considers these three goals to be one goal and proposes to call them "three-part goals".

The three-part purpose of the lesson is described as follows: educational (teaching), developing, and educating. Sometimes, these goals are called tasks. It is clear that the logical goals that go into it are defined as the educational goals of the school lesson. Developmental and pedagogical goals are set by the teacher based on the objectives of the lesson. The educator chooses teaching aids.

After the course project is described on paper, a self-examination of the quality of the course project is carried out:

- Whether the choice of goals and objectives is correct; - Completion of assignments and tasks, time for students' answers; - Are there distractions in the classroom? - all opportunities were used; - adequacy of exhibition, technical support and distribution materials; - whether the objectives, content and methods of the lesson are properly linked.

Today, in the presence of a computer, the goals and objectives of the study of science, teaching methods, techniques and tools, systematization of teaching materials and exhibitions, illustrations, literature, manuals on such topics in school, topics, problems, academic subjects, features of working with problematic children creating a database is easy.

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