

METHODS OF TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL

Sh. Jalolov*; **I. Abdiolimova****

*Lecturer,

Fergana State University, UZBEKISTAN

Email id: jalolovsh@mail.ru

**Master,

Fergana State University, UZBEKISTAN

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ABSTRACT

The purpose of the article is to examine the role of the teacher of physical culture in the educational process, its importance in shaping the student's personal qualities. The pages will cover such important issues as the cultivation of organizational skills, activity, resourcefulness of the student, as well as the accumulation and transfer of personal experience of the teacher can motivate the student to physical education and sports throughout life, to interest the student in a healthy lifestyle, preserve and strengthen his individual health.

KEYWORDS: *Physical Education, Healthy Lifestyle, Motivation, Teacher, Education Process*

INTRODUCTION

For many of us, the experience of physical education in elementary school was shaped by how we perceived the subject. We can safely say that for the vast majority of students, the physical education lesson is the most interesting. For me, classes differed from other school subjects in their content, organization and methodology. It was physical education lessons that were remembered for a long time by their bright and colorful content. They always took place on the right emotional level and a good relationship between the students and the teacher. How do you become a teacher. There are different ways. For some of us, it was more about playing sports, in various sections. Therefore, it is already difficult to imagine life without physical activity. However, occasionally there are moments when during our working life we doubt why we chose this profession at all - a teacher of physical education. A physical education teacher and his lessons are different from other school subjects. After all, physical education should contain both benefit and entertainment at the same time.

Work on physical education at school is distinguished by a wide variety of forms that require students to show organization, initiative, initiative, which contributes to the development of organizational skills, activity, resourcefulness. Carried out in close connection with mental, moral, aesthetic education and labor training, physical education contributes to the comprehensive development of schoolchildren. Successful solution of the tasks of physical education of younger students is possible only if it becomes an integral part of the entire educational process, a subject of general concern for the teaching staff of parents and the public,

when each teacher performs his duties in accordance with the "Regulations on the physical education of students of a general education school" . Our goal:

- * Define what physical education is.
- * Understand the role and benefits of physical education.
- * Consider, from personal experience, the role of physical education in your life.
- * Find out what changes have occurred in physical education in recent years. So what is physical education and what does it mean to me? Our own values and beliefs about physical education are related to our socialization in the school environment (what experiences we received in childhood), significantly affect our essence and delivery methods. The interest of the child and his conviction of the importance and significance in health-improving physical culture.

Physical education teachers must not only recognize and acknowledge their beliefs and values, but also that they can be challenged. Thus, the starting point for defining physical education should be to examine the experience of physical education and the extent to which this can influence our own definition of the subject.

However, throughout the development of this academic subject, physical education has been focused on the physical, mental (emotional and cognitive) and moral (including social aspects) level. Physical education is more than just developing physical skills. This subject is more focused on the development of the individual as a whole. This allows the child to succeed in many areas of development. Physical education is not just teaching specific sports skills. While successful participation in physical education and sports may be the original goal of the curriculum, it is also worth paying attention to developing the ability of students to evaluate their own and others' work, increase responsibility for their own progress, and finally apply their knowledge in difficult situations that will enable them to develop what is commonly referred to as higher order thinking skills.

Some scholars argue that the essence of the subject lies in the development that students can experience physically, socially, emotionally and cognitively. They suggest that students should participate in a range of physically active activities during the school day. The overall physical development of the individual can be seen as something more than school education. In fact, the knowledge, skills and understanding that they develop during school time can be applied in a range of different contexts, for example, after school hours, in any extracurricular activities, in sports sections. Such a premise proves that it is physical education that has a greater impact than participation in specific activities. Thus, it can be argued (as with all other subjects of the curriculum) that what we teach in school is a preparation for the future life of a person. In this regard, some researchers state that instead of physical education of students, which implies "mastery" of a measurable achievement profile of physical activity, steps should be taken to develop physical literacy. The following definition of physical literacy can be given: the presence of elementary knowledge and ideas about the values of physical culture associated with health-improving, applied, sports and other types of physical culture activities. According to the capabilities of each individual, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life cycle.

In the definition of "physical literacy", identifies several key attributes such as: motivation, confidence and competence, the ability to interact in different environments, self-esteem, interaction with others and knowledge and understanding.

Thus, the role of physical education is focused on maintaining health, developing skills and emotional qualities. However, the traditional view of this problem affects several other signs of physical education, including:

- Health as a resource
- Promote purposeful physical activity to improve the quality of life
- Development of a person as a person
- Help students to form their life purpose and position.

So, drawing on curriculum development, we can highlight some of the key ways physical education supports a child's development.

The main thing we need to understand is that physical education is more than just physical activity. When physical education is at a high level, it is able to provide the most successful physical (and not only) development of students. Therefore, as a teacher of primary physical education, we must constantly reflect and analyze how we ourselves define physical education. Early learning experiences are critical to children's long-term participation in physical activities. However, as stated earlier in this article, when analyzing physics education, it is important to explore other terms commonly associated with the subject. For example, it is impossible to imagine the term physical education without such definitions as physical activity, healthy lifestyle, school sports, anatomy, health and well-being.

Physical activity itself is a complex, multidimensional discipline.

You can often find publications that recommend levels of physical activity. For example, the recommended level of physical activity for children and youth is:

- a total of at least 60 minutes of moderate-intensity physical activity each day. At least twice a week, they should include exercises to improve musculoskeletal health (activities that produce high physical stress on the bones), muscle strength and flexibility. Also, with the increase in childhood obesity, the focus is on schools to see how good nutrition and exercise affect overall health and well-being.

It is clear that physical education can influence the level of physical activity. One of the key characteristics of the subject is influence. That is, the student's attitude to physical activity can be imposed by the immediate environment, including teachers. If a positive result is seen, it is likely that students will have a positive attitude towards physical education. However, we must recognize that in terms of recommended physical activity, we do not set ourselves the goal of achieving any particular level of physical education, since each person is unique and individual. Costs It should be noted that physical education is not limited to school physical education classes. In order for the teacher to create motivational levels for the development of students and ensure sustainable interaction within their core experience, children must continue to participate in physical activities not only within the school, but also outside the educational institution.

Therefore, it is important that we strive to develop links with other sports organizations in order to support the development of the child outside the school environment.

Health-improving, educational and upbringing tasks are carried out in the process of physical education. The Model Physical Education Curriculum is designed to motivate students to excel in physical education and sports. It should enable students to be healthy, confident in their physical abilities, skillfully compete in sports, hence the formation of character.

- developed their physical abilities in a wide range of physical exercises
- have been physically active throughout their lives
- participated in sports competitions and events
- led a healthy lifestyle. When working on curriculum development, it is important to review the current literature in this area, both nationally and internationally. This will allow us to establish how educators define physical education by reflecting on what it means to ourselves.

Physical education is defined and will be defined not only as a separate subject of education, but also as a combination of various sciences. Therefore, such sciences as physics, biology, mathematics and many others are closely connected with physical culture. The starting point in understanding what physical culture is is an analysis of how the educational program of physical education has evolved over time [1].

The Department of Education has determined that the purpose of physical education and training is primarily to maintain the health of students and to identify the consequences of how physical and mental stress affects the health of a student. The results of exercise are obviously positive. It is also associated with mental and moral development; in particular, with the fact that correctly selected and performed exercises are important for the development of children's emotional mood, concentration, attentiveness and control over the body.

Your experience in teaching Physical Education will vary at different stages of student learning (between elementary, middle and high school) as well as how classes are conducted during and after school (out of school) hours. Some of this experience will be positive, and some may be negative. You will be running a variety of sports and recreational activities, starting with inside school activities, some of which you will enjoy and others that your students may enjoy. Some of the activities are aimed at boys and some are interesting for girls. Much of your knowledge will be based on the experience of colleagues, as well as your own beliefs [2,3].

Therefore, when writing work programs, the age and sex characteristics of younger students are taken into account. The purpose of the physical culture program is to form the basics of a healthy lifestyle among elementary school students, develop creative independence through the development of motor activity, promote the comprehensive development of the individual through the formation of physical culture of the individual.

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