
IMPROVEMENT OF PHYSICAL EDUCATION LESSONS IN LITTLE CLASSES**Boboraximov Sanjar Malikjanovich****Researcher At Fergana State University, Uzbekistan**

ABSTRACT: In this article, various methods of improving physical education classes for primary education, classification of physical education classes according to their pedagogical tasks, pedagogical tasks of education and health in the effective organization of physical education classes, conclusions made based on the study of physical education classes taught in primary classes of general education schools, and other analytical considerations stated.

KEYWORDS: Integration of physical and spiritual-ethical education, sports, physical qualities, training loads, physical exercises, rowing, acrobatics, vaulting, balance, leaning and hanging, climbing, agility, flexibility, endurance and coordination.

INTRODUCTION

The reforms carried out in order to radically improve the educational system in our country, strengthen the material and technical base and methodological support of educational institutions, create the necessary conditions for regular participation of students in sports, increase the attractiveness of physical education classes and create the basis for further strengthening the interest and attention of those who receive education to it. In Uzbekistan, measures to educate young people spiritually and morally and physically competently set out tasks such as “creating conditions for young people to regularly engage in physical education and sports, to spend their free time meaningfully, to form a healthy lifestyle among them” [5]. This makes it possible to clarify the modern goals and objectives of physical education of schoolchildren, theoretical and methodological foundations, features of physical education lessons at the current stage, expand the possibilities of improvement on the basis of lesson design technologies, develop educational and methodological support, and to reduce this need and increase the effectiveness of educational processes.

According to research scientists M.S.Akhmatov, G.M.Salimova, Kha.A.Meliyev, the concept of improving physical education is to narrow down physical education to various options of physical training, and health and educational tasks should only be declared [2; 7; 13].

Pedagogical scientist Sh.Kh. Khankeldiyev analyzes the existing concepts of physical education and emphasizes that they are all divided into two groups. The first is the concept of physical education implemented by the state, which is based on the position of the state in the preparation of students and is implemented in order to ensure future professional activity. The author tentatively named the concept of the second group as individual-typological [14].

Western scholar K.R. Evenson believes that a physical education lesson is the only subject in the quality of a tool that satisfies the biological need for movement for students of small school age

[4]. Unfortunately, the modern lesson of physical education in the system of a comprehensive school, being considered secondary among all other forms of Education, does not solve the tasks set before it, it is this problem that leads the contingent of students to doubt that their physical education is considered the main form, which cannot be replaced by anything else[6]. Russian scientist N.T. Lebedeva's experiments found that students were in a static state at school from 6 hours a day to 8 hours a day, while a physical education lesson that was conducted 2 hours a week compensated children only 10-15% of their natural need for movement [12].

In conclusion, we should note that in order to eliminate the listed shortcomings, we consider it necessary to implement the following actions and give them as a recommendation:

- achieving accurate and correct planning of physical education lessons (annual, quarterly, monthly and weekly);
- to ensure the availability of facilities and equipment necessary for physical education classes;
- observing the organization and conduct of physical education lessons, divided into 3 parts based on pedagogical requirements;
- to achieve that the teacher can use the most correct and effective methods of organizing students' activities in the lesson;
- setting clear pedagogical tasks for physical education classes;
- to follow the lesson by connecting the tasks of the previous lesson with the task of the next lesson;
- correct selection of physical exercises that have a positive effect on the physical development of students, taking into account their age, gender, level of physical training, and health;
- adhere to the conduct of the physical education lesson in accordance with other subjects of the educational agenda;
- taking into account the need to implement other types of education in physical education classes;
- it is necessary to develop a mechanism to increase the motivation of the physical education teacher for professional activity;
- it is necessary to supervise the management of the organization and conduct of physical education classes based on the State Education Standard.
- to organize and conduct physical education classes based on national and universal values.

Based on the recommendations given above, the organization and conduct of physical education classes for primary school students will be highly effective and the quality of the lessons will be ensured.

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