

Factors Affecting Physical Culture and Sports Interest in Elementary School Students

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Abstract

In this article the processes related to the child's physical activity are related to his vital needs, the tasks that regulate physical activity in the child's play activities are highlighted.

Keywords: student, physical training, team games, emotional, cognitive, pedagogical process, action, system, responsibility, accountability.

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The change in society is largely reflected in the attitudes of elementary school students. Humanistic nature of pedagogical communication plays a special role in the formation of high moral qualities and personal development. Therefore, today it is necessary to provide continuous pedagogical education based on scientific achievements and advanced experience, to organize creative activities of elementary school students, and to increase collective responsibility and accountability.

It will be possible to find a solution to this problem by creating a clear system of social relations. In order to study the indicated problem, we need to consider the ratio of society-school, teacher-pupil, community-pupil, pupil-the surrounding world.

From the point of view of pedagogy, in order for the process of forming a system of relations to be successful, first of all, it is necessary to develop the educational process of communication between the teacher and the students. Interpersonal relationships must be mediated within the learning community and environment.

The model of educational relations in pedagogy implies taking into account their objective and subjective, rational and emotional sides, cognitive and value principles, specific features of practice, science and the art of education. This system has a moral-aesthetic character according to its content, and is related to activity and characteristic of behavior in terms of the implementation mechanism.

The formation of educational relationships has historically meant the integration of personal and activity-based approaches. Pedagogical activity cannot be understood as outside the category of educational relations, and in turn, the essence of this concept cannot be studied without taking into account the conditions in which it occurs.

As we have mentioned above, in order to organize and increase the effectiveness of the education and training process, the head of the educational institution, teachers and students must have a mutual relationship.

Educational relationships in primary grades are a creative, moral and aesthetic, developing interaction of educational subjects, based on the whole system of material and spiritual social values, specially organized and directed by the teacher. From the point of view of educating physical culture, the psychological factor aimed at the general laws of personality formation and the formation of personal needs and motives is based on the biological and social need for physical maturity.

A person should be able to physically cope with any job. Only in certain professions that require high professional training (army, emergency situations) does physical condition become an important element.

The need-motivational approach is able to provide individualization of the individual's self-awareness and development, including physical development, in the diversity of all abilities.

Coercion deforms a person, and the freedom to choose the means of satisfying needs is a factor of his individual development and upbringing.

The need for personality formation - the information approach allows to consider physical education in a new way today, that is, as a process of forming a set and hierarchy of needs that are most favorable for health.

From the point of view of pedagogy and psychology, the most favorite and main activity of elementary school students is the game. We can be sure of this by observing their behavior in the free environment. During our observations, elementary school students are always ready to run, jump, jump and move. Elementary school students react differently to different games. Some students like to play team games, some like to climb a rope, and others like to throw a javelin at a target or race. This shows the complex structure of the need for play.

Elementary school students have a need for imitation. In physical education and sports, the teacher himself, trained student, film characters and others can participate as an object of imitation.

Satisfying the needs for play and imitation was discovered by I.P. Pavlov and was called the freedom reflex by him. The functioning of this need in a child implies various means of satisfaction. Their absence, expressed in the forced restriction of physical activity, at first, seems to arouse the desire to resist and help the development of the will, but with prolonged and excessive coercion, it destroys the psyche of the child and makes him weak-willed and obedient. Unfortunately, obedience has become the norm in the practice of educational work of parents and teachers. As a result, the ability to acquire complex skills and independently collect information about the surrounding world deteriorates. Physical development of schoolchildren also slows down.

In the course of our research, we found that when homework is done actively and systematically, the results are significant.

Physical education homework given to elementary school students allows to increase the time of physical exercises, and also helps to better master the educational material and accelerates the process of physical development. Science homework is one of the most effective ways to introduce physical education and sports into the life and recreation of elementary school students.

The proper organization of homework and independent study together with classroom activities ensures the integrity, continuity and effectiveness of physical education. Extracurricular forms of physical education include the teacher giving assignments and advice and providing methodical support to students.

The peculiarity of homework in the subject of physical education is that students perform exercises without the help and guidance of the teacher.

It is very important to provide students with the necessary information on how to perform exercises during breaks between exercises during physical education classes. Breaking down topics into parts and connecting the information to the application of knowledge gained in practice pays off. Integrating classroom learning activities and extracurricular activities allows the teacher to convey information to the students without spending a lot of time.

Homework should be assigned to each student based on an individual and differentiated approach.

Homework can consist of physical exercises or a set of exercises that affect the whole body. Some exercises only serve to strengthen muscles, some improve the cardiovascular and respiratory systems, and another group develops general endurance. When teaching elementary school students to exercise independently, physical load is clearly appropriate, taking into account their strength and readiness.

Physical education homework is aimed at achieving the following goals:

- 1) assimilation of factual material: strengthening of knowledge and skills acquired during the lesson. Achieving this goal is done in the process of performing written exercises, solving problems, working with the text of the textbook, observing the events that surround us;
- 2) systematic acquisition of knowledge: performing tasks that require the establishment of causal and other connections and relationships between the phenomena or processes being studied. Students' task - will consist of highlighting important concepts in the studied material, determining the sequence of events and classifying real data;
- 3) forming a generalization: performing complex mental work that includes strong skills and abilities associated with the use of mental processes: comparison, analysis, synthesis, generalization. The student studies the material independently, distinguishes the important thing, establishes existing connections between the considered phenomena and draws general conclusions;
- 4) application of knowledge: implementation of practical work that allows establishing the connection between theoretical and practical material. These types of assignments require students to complete the theoretical study and apply the theoretical knowledge, skills and abilities they have acquired in the course of lessons and extracurricular activities;
- 5) control of students' knowledge: tasks aimed at checking knowledge, abilities and skills. Students are required to know and be aware of facts and concepts, to apply knowledge in the current situation, to establish necessary connections, etc.;
- 6) moral education of students: tasks that form the scientific outlook of students and are aimed at their moral education. When checking assignments, the teacher focuses on the level of education.

When distributing the amount of homework, the teacher should take into account the normative requirements of the program for students of different ages, the state of health, indicators of physical development and readiness, and home conditions.

Before giving homework to elementary school students, it is necessary to ensure that they master it well in the course of the lesson. Assignments are given at the end of the lesson. Pedagogical practice shows that skills and competencies are formed only when exercises are performed continuously and repeatedly. Concept learning and skill acquisition occur during class, and homework includes reinforcing concepts and skills.

Activating the mobility of elementary school students, ensuring continuity in the lesson process, performing exercises without difficulty is related to the systematic performance of homework.

In the course of our research, we have seen that physical education homework is effective in improving endurance, strength, dexterity and physical condition of children of primary school age. They have a beneficial effect on the recovery of mental activity of students.

When giving exercises to elementary school students, it is necessary to choose simple exercises that do

not require a lot of time and special equipment. The simpler the exercises, the easier it is to do them at home.

Homework preparation is checked by the teacher in the physical education class. In grading, the teacher is guided not by the number of repetitions of the exercise, but by the increase of the result compared to the previous result. Thanks to such evaluation criteria, all studies, even those with poor physical development, can receive good grades. Earning performance points is an incentive for daily activities at home. According to the results of the survey, it was found that most of the students at home improved in pull-ups, jumping rope, bending and stretching.

Special attention is paid to children with health problems in primary classes. Students in this group are under the supervision of doctors and physical education teachers. These children are constantly required to complete homework assignments. As a result of learning, diligent students who completed all the tasks recovered by the end of the year, some of them won prizes in school competitions.

Primary school students' interest in physical education causes them to strengthen their health, and through this, their interest in learning other subjects increases.

CONCLUSION

1. The physical education teacher should build his activities on promotion and promotion of physical culture, formation of interest in the subject in general, taking into account the specific reasons for primary school students' interest in physical culture and sports.
2. The task of a physical culture teacher is to form purposefulness in elementary school students, that is, the desire to achieve a long-term goal. Appropriateness occurs when the goal is relevant to the learner, meets his motivations and interests, and is considered attainable by him.
3. Maintaining interest and purposefulness among elementary school students depends to a large extent on their experience of satisfaction from the physical culture lesson, the formation of a sense of satisfaction from the physical culture lesson.
4. The constant concern of the physical education teacher is to create and maintain a cheerful mood of elementary school students in the classroom. By filling their life with joyful experiences, the teacher expands his ability to manage the pedagogical process.

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