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Teaching Students to Movement Activities in Physical Education Classes

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Abstract: *The article discusses the methodological methods of teaching children physical activity in physical education classes and the methods used in teaching physical activity.*

Keywords: *Physical education, education, upbringing, method, child, exercise, movement, method.*

In the process of teaching children to move, methodological methods are selected in each case according to the tasks and content of the movement material, the level of mastery by students, their general development, physical condition, age and typological characteristics of each child.

In this sense, teaching methods are combined in various combinations that, on the one hand, have a comprehensive impact on all analyzers when students perceive tasks, and on the other hand, ensure that the student performs movement tasks consciously and independently. The combination of methods in teaching students to move is determined by their interaction. The teacher's use of more visual methods, such as demonstrating a movement pattern at all stages of learning and in different age groups (which is common in some practices), can be done mechanically by students without understanding them. can lead to imitation. In this case, exposure to more cognitive organs enriches his perception, at the same time weakens the necessary mental process, does not help to consciously remember all the elements of a particular exercise in a logical sequence, sometimes depriving the student of the opportunity to perform the exercise voluntarily reaches

However, using only the verbal method, regardless of the age of the student, deprives him of figurative perception of actions, the reliability of perceptions, the process of concrete figurative thinking. Therefore, the teacher uses a variety of teaching methods: visual, oral and practical, in an effort to achieve a high level of education in teaching students the right actions. In this way, it helps children to develop in all respects, to master the exercises consciously, to use them independently and creatively in certain situations. A variety of visual aids are used to teach students actions.

This is the first time that pure verbal instructions and explanations provide an opportunity for new success, communication, and the acquisition of new knowledge and skills. ”

The formation of motor skills at school age largely depends on the child's understanding of the content and structure of the exercise, that is, the sequence and how to perform all its elements.

Therefore, it is not allowed to dryly imitate the example given by the teacher. At the same time, the process of acquiring motor skills by students is often mechanical. In such cases, students do the exercises correctly on the surface. However, when a student is asked how to act after an exercise, in most cases he or she will not be able to answer the question clearly. Rather, the student repeats the action instead of answering.

P.F. Lesgaft wrote, "If a student learns a mechanical method without fully understanding the meaning of some of its methods, he is acting mechanically — he cannot apply that method to a particular situation." According to P.F. Lesgaft, the “perception of motion” is derived from the

perception of the moving parts of the body, the amplitude, direction, speed, tension, and other components of motion. Therefore, in such cases, the student has an image of the moving parts of the body, which is integrated with all the components that he feels. Once the students have completed the exercises based on the oral task, the teacher will determine if the individual elements have been performed correctly using any of the methods required, such as instruction, demonstration, or explanation. This serves to determine the task perceived by the children through practical examination.

A word that plays the role of an external stimulus can be the cause of a central stimulus. The word spoken during the action task helps to visualize the content and structure of the action. At other times, the word may be irrelevant if the person expresses his or her opinion about the action. It also stimulates the kinesthetic cells. That is the consequence of an interconnected world. "

Relationships are formed during the acquisition of exercises, and these connections are refined even when imagining any, including repetitive exercises, resulting in improved performance of the exercises (A.TS.Puni).

With all this in mind, the teacher uses a variety of movement activities in the process of developing students 'skills.

For example, when the formation of skills in the process of teaching students to move reaches a stable level and the children have to perform different actions independently, the teacher suggests to one of them to recall its sequence without performing the action at the same time.

As the student recalls the sequence of movements, for example, he says, "First raise the wand and look at it, then lower it to the raised right knee, then raise it again and lower it." At first, children usually tell their stories with certain actions. In such cases, the word and the simultaneous action are expressions of the visual-motor imagination of the memory and facilitate the student's response to that imagination. Sometimes the teacher asks all the students to remember the actions, that is, to imagine what they will do. These methods of teaching help to develop an idea of action. This imagination is reinforced by the correct performance of the actions by the students, their enthusiasm, emotional state, concentration and stability.

When these methods are used regularly, children do not expect the teacher to perform the actions: they focus on explaining the task, and then perform the exercise correctly and confidently independently.

The teacher can then use oral methods to learn new exercises. Every new movement has elements that children are already familiar with, so it is essentially just a new combination of familiar elements.

As a result of continuous practice, all students successfully master the requirements of the teacher, which allows students to respond correctly and consciously with practical actions. Children have a good understanding of oral tasks and are able to apply them clearly in action. Children can then suggest a simpler version of an action and create a new combination of familiar action elements.

The response of students always has different individual characteristics, which depend on the overall development of the student, the characteristics of his nervous system, the level of concentration.

The described process of developing motor skills in students corresponds to the mental and physical preparation of the student.

In the early stages of developing motor skills in students, the very clear, concise nature of the oral assignments given by the teacher plays a crucial role.

In the process of forming an idea of movement, it is necessary to monitor the accuracy of these ideas. This can be described orally and in terms of concrete actions. The training effect of the imagination is reflected in the child's ability to independently control their actions and improve the quality of their performance. Understanding the content of the action (the whole movement activity) by the students helps to form his motor skills correctly and more quickly, to develop creative activity, to successfully apply the action in new situations.

The purposeful combination of visual and verbal methods in teaching students, their interdependence, on the one hand, the concreteness and imagery of the perception and repetition of actions, on the other hand, the action tasks performed by children - their content and ensures a conscious understanding of the consistency of all elements of each movement activity. "It simply came to our notice then. What is heard plays a key role in this, ”Sechenov said.

Uses a set of different practical methods that interact with visual and verbal methods to teach children to move. She performs exercises, some roles in action games, a managerial role, encourages students to take part in competitions by engaging them in assignments and setting an example: for example, who is more likely to complete an action task faster, better, more accurately? does; he plays the role of tournament referee, team captain, and shows the decisions they make about the players, how to behave, and how to act. Organizes practical activities and plans the whole educational process in accordance with the objectives, content and structure of the training. It provides students with frontal education; divides them into groups in order to improve familiar movements, suggests independent action; repeats it several times while teaching students the exercises and changes the whole exercise process in a planned way; encourages children to be creative, and gives them tasks such as exercises, modifying action games, creating their own options, and inventing new ones.

The student acquires great knowledge and practical skills at each stage of the educational process. As a result, independence of action, ingenuity in the application of acquired skills in play and life will increase. As the teacher guides the students ’practical activities, he or she also remembers to perform educational tasks in the child’s mental development. She takes care of the formation and maintenance of a very stable interest and emotional response in students to the active tasks assigned to them. These tasks require active thinking to find the solution needed to complete the task. (For example, when walking, running, and jumping, the following tasks are given: invent a signal form to change movements, suggest a sequence of alternating them, and give reasons for doing so, and so on).

Experience has shown that students are taught such exercises (elements and easy-to-perform exercises), as well as the knowledge and movement skills they have acquired (movement techniques and methods of performing them, targeting in space, alternating movements in lessons, etc.).) show that they show activity and enthusiasm when an interesting solution is proposed based on. These tasks contribute to the development of intellectual and creative activity, organizational skills, purposeful action, ingenuity and the ability to focus on the environment.

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