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## ACTUAL PROBLEMS OF TEACHING PHYSICAL CULTURE IN SCHOOLS

**Murodov Jaxongir Juraevich\***

\*Lecturer at the Faculty of Physical Education,  
Bukhara State University,  
UZBEKISTAN

### ABSTRACT

*Sport is one of the most important branches of the social sphere. Physical education and sports help to improve the person, help to strengthen the health and efficient functioning of the workforce, which ultimately contributes to the full economic progress of the country. Physical education trends have evolved recently to include a greater variety of activities beyond typical sports. Introducing students to physical activity at an early age can help students develop good activity habits that they carry over into adulthood.*

**KEYWORDS:** *Sport, Society, Physical Culture, Education.*

### INTRODUCTION

In general education schools, physical culture is the basic area of education. This is confirmed by the analysis of the curricula of domestic and foreign schools, where physical culture takes one of the priority places.

Such a position of this area of culture is due to the fact that it lays the foundations of physical and spiritual health, on the basis of which only a truly versatile development of a personality is possible. This shows the value of physical culture for the individual and society, its educational, upbringing and general cultural significance.

The most important element of physical culture is motor culture, which includes the main ways of moving in space, overcoming obstacles, and performing motor actions with objects. Equally important is the totality of means accumulated in society to promote the development of motor abilities and upbringing of the individual as a whole.

Teaching physical culture at school is organically included in the general system of education and upbringing and operates according to the laws of education and upbringing. At the same time, this is the only academic subject that forms in students a competent attitude towards

themselves, towards their bodies, contributes to the education of new volitional and moral qualities, the need to strengthen health and self-improvement.

In accordance with the socio-economic needs of society and based on the essence of general and secondary education, it is clear that the purpose of the subject "Physical culture" is to contribute to the formation of a diversified personality. The means for achieving this goal for the teacher is the mastery of the basics of physical culture by schoolchildren. In general, this means a set of needs, motives, knowledge, the optimal level of health and development of motor abilities, normal physical development, the ability to carry out motor, physical culture, health and sports activities.

When conducting physical education lessons, I rely on modern psychological-pedagogical and physiological-pedagogical theories of teaching, upbringing and personality development, I use active methods of teaching and upbringing, taking into account the personal characteristics of each child. The principles of the activity-based and personal approaches are that the student masters the ways of using the wealth accumulated by humanity in the field of physical and spiritual improvement.

Democratization and humanization of the educational process are possible on the basis of the idea of joint developing activities of children and adults, in the process of which they are connected by mutual understanding and penetration into the spiritual world of each other, by a joint desire to achieve high results in teaching and education.

The upbringing of a culture of health, a healthy lifestyle, teaching students the techniques of mobilization and relaxation, bodily and spiritual self-improvement led to the need to revise the existing content of physical education in general education institutions. In the light of the above, the subject "Physical culture" in a general education school is understood as a unity of two components - orienting children and adolescents in the field of physical culture and creatively active.

The first component is designed to create in children a holistic view of physical culture and health culture as elements of general culture.

The second component directs the process of physical education towards the creative assimilation of methods of self-activity, as well as not the ability to apply them when solving health-improving, educational and educational tasks.

Changes in the system of general secondary education lead to the development of a new concept of physical education. For this, in addition to the complex of pedagogical, medico-biological, psychological and sociological research in the field of physical culture, it is necessary to clearly define and legitimize the role and place of physical education in the educational process, its relationship and interaction with other academic disciplines, while maintaining the integrity of the learning process, while where each subject contributes to the harmonious development of the child's personality [5].

At present, an extensive increase in the volume of the studied material in all disciplines continues, its oversaturation with new, not always necessary, knowledge. This leads to the rupture of intersubject connections: each subject solves its problems independently, and schoolchildren experience passivity and indifference to everything related to learning.

Thus, the new concept of physical education is impossible without objective analysis and critical rethinking of the processes taking place in education as a whole.

Students find it difficult to remember everything that is given to them in the classroom. Compilers of scientific concepts and curricula often "forget" about the psychophysiological capabilities of children to receive and process information, about the age-sex characteristics of their development, and natural social needs. Intensive study loads on a fragile child's body adversely affect the health of schoolchildren. Lack of physical activity and excessive training loads often lead to a disruption of basic biological functions. All this indicates that the education system in its current form has turned into a powerful pathogenic factor of various diseases of schoolchildren, disrupting the normal course of important psychophysiological processes (thinking, mental performance, attention, memory). Naturally, this state of affairs should worry those who are entrusted with the health of children, on whom the preparation of school graduates for adult life depends.

It is obvious that physical education is an effective means of solving many problems.

However, as practice confirms, 3 physical education lessons per week cannot sufficiently solve all problems. Moreover, as a result of scientific and technological progress, the physical activity of children has sharply decreased. Now the guys hold television and computer games in special honor. The negative consequences of this on the face, because the growth, development and health of a person directly depends on his physical activity. Popular wisdom says: "Movement is health!"

IP Pavlov and other eminent scientists have shown that in the whole organism the musculoskeletal system is the leading one, all other systems and organs "equal" to it [5]. Therefore, optimal physical activity allows the most complete realization of the hereditary program of a person and plays an important role in maintaining and strengthening his health.

At present, in the system of physical education, there are three main directions of a modern lesson in the academic subject "Physical culture" - health-improving, training and educational [3].

Not so long ago, the training direction of the lesson was considered leading. Practically no attention has been paid to health-improving and educational lessons. The purpose of these lessons is for the child to acquire such special knowledge that he can transfer into everyday life and usefully apply in other activities. Such a lesson should solve the following tasks:

1. In elementary school - the formation of general ideas about physical culture, its importance in human life; development of mental processes of creativity, independence, consciousness, tolerance; teaching elementary methods of self-control over physical development and physical fitness.
2. In basic and secondary schools - deepening the foundations of knowledge about physical culture; education of positive individual mental traits and characteristics in communication and collective interaction, tolerance; creation of ideas about individual psychosomatic and psychosocial characteristics, adaptive properties of the body and ways to improve them in order to improve health; development of self-control skills, responsibility for their health; studying the cultural and historical foundations of physical culture.

The system of educational lessons based on work experience gives a number of positive results, developing mental processes (thinking, memory, attention, self-control skills), providing an educational impact in the formation of a healthy lifestyle in schoolchildren.

The activities of teachers are aimed both at achieving the optimal level of training, education of students, and at providing conditions for maintaining and developing health. The most significant components in physical education are:

- determination of loads in physical education lessons and their differentiation, taking into account the physical development and state of health of children;
- implementation of generally accepted sanitary and hygienic measures (airing, wet cleaning, observance of thermal and light conditions);
- introduction of health lessons, preventive conversations into the curriculum and educational plan, introduction of physical education minutes into the school's working hours during lessons;
- improvement of the system of physical culture and sports events;
- systematic conduct of educational activities on a healthy lifestyle, personal hygiene;
- Regular medical examination of students on the basis of a district clinic;
- conducting monitoring of physical fitness and health level.

Of course, each educational institution independently draws up the structure of health-improving blocks, depending on the material and technical capabilities, goals and objectives of students' health improvement programs. Our school has a gym with shower rooms and equipped changing rooms. The school has a hockey court and a stadium with artificial turf. All this makes it possible to increase the effectiveness of the lessons being conducted and increases the interest of students in physical education and sports. The school has sections "Table Tennis" "Hockey", "Football"

A very relevant question is how to form a desire to engage in physical culture in school-age children? The answer, in my opinion, has four elements.

The first is a description of the goal to be achieved.

The second is the motivation for action. It is necessary to rely on a motive that is significant for the student.

The third is the practical implementation of the leading motive.

The fourth is the result to be achieved after completing the training work.

In the same way, you can form a positive attitude and interest in the performance of a student in almost any activity.

Experts say that today the guarantee of victory in the sports arena is not only a high level of an athlete's technical skill, but also the creation of his artistic image.

It has been experimentally verified that in the educational process of a modern school it is possible to integrate knowledge, skills and abilities in different areas. For example, physical culture + music + dance [6].

Integrations with mathematics, biology, and physics are possible. Variations can play a significant role in developing the humane personality traits of students.

Music is a key structural element. Depending on the selected music, an image is created and the child's motor potential is realized.

Music determines the nature of the movement, its development, creates an emotional basis for action, thereby contributing to the implementation of health-saving technologies.

Improvisation can be an effective tool. For improvisation, children can be offered exercises that convey the movements of animals, images of plants, and work.

For the development of children's speech, it is advisable to supplement the exercises with rhymed texts or recitative at physical education lessons.

Dancing movements, of course, can have a very strong effect on a person, on his psychophysical recovery. In addition to individual dance movements, dance-expressive training can be used in lesson forms of classes.

The influence of color on our life and on our health cannot be ignored. Positive emotions appear when the eye is sensitive to the red-yellow part of the spectrum, and negative to blue-green colors. The knowledge of the effect of color on the human body can be used by choosing a color when painting a hall, choosing a sports uniform, sports equipment. So, yellow is considered a brain stimulant, it does not tire and has a stimulating effect on vision and the nervous system, lilac color - has a calming effect, reduces anxiety, green - raises vitality, relieves tension, irritability.

The complex combination of means of music, art, dance in the system of physical education of schoolchildren can be used in theatrical mass performances, in sports events, and at every lesson in role-playing games.

Thus, the main rule of using forms and methods of art in physical education is not to be afraid to improvise, combining the motor component (physical culture) with the spiritual (art), to show creativity and imagination, to teach this to children, because it is so necessary in modern life.

The pedagogical experience of using musical-rhythmic outdoor games shows that children, in addition to physical ones, develop aesthetic and moral qualities, mental and musical abilities, as well as speech, logical and imaginative thinking. The fusion of music and physical culture, complementing each other, contributes to the improvement of the educational process.

The role of the family (parents) in maintaining the health of children and their physical development is very great. To begin with, you need to determine the main thing: to communicate more with your own children, to engage in physical education with them as often as possible - to play fun and recklessly, compete, push to records, and thereby save children from illness, stress, malnutrition, smoking and alcohol [1].

Performing various physical exercises, you need to know that the child makes everyone smile, but not everyone - to think. The problems of the future of any family, and the future of the country, directly depend on the main thing - who will build. Both family and country. People are free, beautiful and strong or insecure, sickly, illiterate and spineless. It largely depends on the parents, on how carefully, carefully, meaningfully and inventively they reveal the capabilities and talents of their children. It is necessary to play sports with children, to be interested in their success, to set a positive example.

All upbringing and all education are strung on one rod - hard work. Everything else - curiosity, attention, memory, abilities - everyone has, though in different proportions. And from this it follows that with a child who finds it difficult to remember, it is necessary to work differently.

Those who do not succeed in all ways should try to support, to cultivate self-respect. Such a system of work would help solve many children's problems. And family problems are also related to children and their free time.

To correct the situation with the "sick generation", effective work of school specialists in physical education is necessary, and competent actions of the parents of schoolchildren should become a necessary support in their activities.

In my opinion, it is necessary to start from the basics: to develop normative requirements for the development of motor qualities for children entering the 1st grade; to acquaint the parents of future first graders with the regulatory requirements; test future students upon admission to school; organize seminars and consultations for parents on the development of children's motor qualities. Fully functioning television, propaganda and the press should also make their contribution.

Specialists should teach physical culture lessons from 1 to 11 grades; after all, it is in elementary school that basic physical education knowledge, skills and abilities are laid, most importantly, motivation for further physical self-improvement.

It is well known that regular exercise gives multifaceted positive effects, the physiological basis of which is used in medicine for the treatment, rehabilitation and prevention of various diseases.

Optimal physical activity, as it were, includes the mechanisms of recovery and keeps them in working order, which increases the body's resistance to various pathogenic factors and promotes rapid recovery from illness. Lack of movement creates conditions for the manifestation of a hereditary predisposition to diseases and, therefore, limits fitness for certain professions, darkens the prospects for future motherhood and fatherhood [5].

The body seeks to maintain an individual rate of physical activity, which allows us to talk about an innate need for it.

Why did the problem of children's health come to the fore? Yes, only because it continues to deteriorate, and "Physical culture" is the only subject at school that can effectively solve the problem of students' health improvement, is stubbornly relegated to "secondary roles." It is gratifying to note that at present, the Government of our country pays great attention to the development of physical culture and sports. This is also confirmed by the introduction of the third hour of physical education into the curriculum, the construction of unique sports centers, and the holding of mass sports competitions at various levels.

What can be done to optimize health, developmental and educational components within the new, multifaceted role of physical culture?

The implementation of the health-improving component requires the development of specific requirements for the level of health of schoolchildren, as a unity of physical and intellectual factors. All this allows us to assert that the role of physical culture in the formation of the personality of students, their interests and creative abilities, in the improvement of motor and psychophysiological qualities, in health promotion and prevention of diseases of schoolchildren is extremely important. Therefore, in the structure of general secondary education, the subject

should be of an applied nature, occupy one of the leading places in the system of interdisciplinary relations and contribute to the solution of important general pedagogical problems.

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