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USING WAYS TO INCREASE EFFICIENCY IN PHYSICAL EDUCATION

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Abstract. The importance of forming willpower in positively solving physical education problems in students and young people is very great. In order to solve this problem in a powerful way, it is necessary to take into account the developmental aspects of the psychological laws of willpower. Willpower is formed in the process of overcoming students' difficulties.
Keywords: educational process, skills and competence, variation, problem-based learning, repetition, familiarization stage, movement technique.

Introduction

Physical education is an extremely diverse phenomenon and is of interest to both natural and social sciences. The central, specific idea for physical education, as mentioned above, is the purposeful management of a person's physical development. The implementation of this idea required a deep penetration into the most hidden places of human nature, the study of the laws of a person's development as a whole. In the historical process of the development of physical education, a system of special scientific disciplines was formed that studied the physical education process itself and the phenomena associated with it.

Using ways to increase efficiency in physical education

The principle of management of education confirms that any error in a certain sense harms education, therefore it imposes requirements for strict detailing and regulation of all conditions of education (with a focus on the basis of activity). The principle of trial and error, on the other hand, recognizes its opposite, that is, the correction of the basis of the movement and the search for the optimal option, the natural compliance of some errors with the goal. This principle does not deny the need to explain the results of the activity, methods, and observe all didactic principles of education and teaching rules. It emphasizes that artificially making mistakes, if they occur, is not a great loss that would negate the efforts of the teacher and student. In solving the task, the learner should go through mistakes. Figuratively speaking, the mistake should be useful. The main role of the mistake is in individualizing the execution of the technique. Even the movement activity, which has the broadest basis and is studied with a goal, does not deny errors. Every attempt (probe) is also a search. And the search cannot be imagined without errors.

Although both principles of education recognize different ways of solving the problem, they cannot deny the essence of psychophysiological adaptation, which leads to the formation of motor skills and abilities (E.P. Ilin, 1970).

The desire for error-free learning does not reduce the likelihood of their occurrence. The most favorable conditions are high physical fitness, relative simplicity of motor activity, and the possibility of eliminating the occurrence of other errors altogether. At the first stage of education, the principle of trial and error is used, as in the teaching procedure, and at the second, the principle of guided learning.

Thus, correctly applied teaching methods can prevent errors from appearing in the process of mastering motor activity and thereby reduce the effectiveness of education. There is absolutely no point in saying that errors will certainly exist, that it is impossible without them. Practice has confirmed that indifference to the mistakes of teachers and students leads to a superficial view of

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them, negatively affects the reduction of errors, and leads to the emergence of new errors. Especially often, errors occur during repetition of exercises at the initial stages of the formation of motor skills.
There is a view that actions that do not develop skills, do not contribute to their transformation into a skill, are considered to be wrong actions. Sometimes these are really considered mistakes, while at other times the category of mistakes also includes actions that have been improved and need to be improved later. The generally accepted classification of so-called “wrong actions” has not yet been established. The classification of errors, which is quite widespread and more widely used in practice, compiled by V.V. Belenovich, is currently most widely used. It is not appropriate to call them a classification of erroneous concepts by their significance, but rather a set of paired, grouped, individual terms:
1. Basic errors in motor activity (bending the arm at the elbow when performing the "pull-up" on the horizontal bar) and general non-basic errors (inability to hold the body correctly when performing exercises on the horizontal bar).
In some cases, teachers, in order to achieve the desired results, correct the first group of errors, while ignoring errors of a general nature.
If there are errors of a general nature, such a part of the learning material should be repeated so that it becomes possible to teach the next one on its basis.
2. Specific and complex errors. In the phase of formation of motor skills, individual errors rarely occur. If these errors are not too serious, they cannot become a major obstacle in the learning process. Usually, errors are more often observed in complex movements. The movement acts that give rise to motor activity are connected by cause and effect. Therefore, errors are like mutual conditioning: one leads to the other, which is an observed phenomenon in the learning process.
3. Automated and non-automated errors. Non-automatic errors often occur at the initial stages of learning. As a result of the appropriateness of the teaching methodology, their correction is not so difficult, and it has been proven in practice that most of them disappear on their own.
Automated errors arise as a result of repeated repetition of incorrect movements. Such errors are very persistent, and certain difficulties may arise in correcting them. In some cases, it is necessary to temporarily stop repeating the movement activity, which, in turn, leads to a slight weakening of the temporal connections in the cortex of the hemispheres, and then a new approach to solving the movement task is required. When correcting automated errors, the student experiences some discomfort when trying to perform the movement correctly. But such a narrowing gradually passes,
4. Substantial and insignificant (significant and insignificant) errors. By substantial (gross) errors are meant errors that occur in the very basis of the exercise technique, violating the basis of the technique. They should be eliminated as soon as possible, because they negatively affect the learning process.
Substantial (minor) errors relate to individual movement acts of movement activity, and during training they can be neglected. Getting used to insignificant errors can later become an obstacle to improving the movement technique.
5. Typical and atypical errors. There are errors that each athlete makes in certain movements, and they are called typical, mass errors. It has become a rule to foresee the occurrence of such errors. For example, in children's short-distance running, the following typical errors are expected: at the start - raising the pelvis high; when running along the distance - tilting the body forward more than the norm, etc.
Depending on what kind of errors occur, the reasons for their occurrence should be identified. In general, it has been established that errors that occur due to violations of the principles of the pedagogical process, the rules and conditions of their organization. Relatively typical errors can be the following.
1) due to a student's misunderstanding of the task of education;

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2) due to the incompleteness of the task solution project, the inability to feel the act or activity through the muscles;
3) due to insufficient physical training and the harmonious development of physical qualities;
4) due to a lack of confidence in one's own strength, lack of determination;
5) due to a negative transfer of motor skills;
6) violation of the requirements for the organization of the lesson, which leads to premature fatigue and fatigue;
7) failure of the training venue, sports equipment, and equipment to meet pedagogical requirements.
Knowing the typical causes of errors, identifying the aspects related to their occurrence, warning about errors, and fully complying with all requirements of the pedagogical process means.
Paying attention to the following when preventing typical errors improves the quality of the educational process:
1. The general task of the exercise is to achieve a correct understanding of the students. To focus their attention on solving the tasks set for the exercise, not on the obstacles and errors that may arise in mastering or consolidating, for example, when teaching high jump, we should be able to focus the student's attention not on achieving a height, but on learning the exercise technique.
2. To achieve a correct understanding by the student of the technique of the movement activity being mastered.
3. By recommending material that is not suitable for the student's strength, the teacher causes involuntary mistakes in performing the exercise. Therefore, recommend only learning material that can be mastered.
4. To arouse the desire to learn the exercise technique by performing it perfectly and without errors. The first attempt should be performed with great care, which should be the focus of attention of the student and the instructor. Take into account that the correctness of the first attempt leaves a deep mark in the memory.
5. Observe the correspondence between the speed of the movement and its correct execution. Subordinate the speed to the accurate execution of the exercise, first pay attention to the exact execution of the exercise and then the speed of its execution. However, do not apply this rule to exercises that require the speed of mass inertia as a movement task. With the exception of various "max" in the hanging position, speeds in water jumps, they cannot be performed slowly.
When training to perform exercises that are considered necessary to be performed at maximum speed, it is recommended to practice only for the time it takes to maintain the achieved speed. Repeating the same exercise for more than this time will undermine the effectiveness of mastering. If accuracy and speed in execution are of equal importance, the exercise should be performed at a speed that does not violate coordination of movements. When performing slowly and quickly, such inertial speeds are created that their force can be stronger than that which arises due to muscle contraction.
6. Do not stop the training (lesson, training) after an unsuccessful attempt. Because in this case, students will have a misconception about the activity. The student should leave the training with the idea that he has mastered the movement that needs to be learned or achieved certain achievements as a result of it. If the same mistake is repeated constantly, training should be stopped immediately, otherwise this mistake may become “automatic”. The effectiveness of training increases only if the student consciously understands his mistakes and the incorrectly formed neuromuscular connections are somewhat weakened.
Only by knowing the classification of errors and the reasons for their occurrence can effective measures for their correction be identified. Errors should be corrected as quickly and thoroughly as possible, since they can become “automatic” and slow down the learning process and, in turn, cause harm. First of all, it is important to determine the cause of errors. Identifying an error is not so

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difficult, the difficulty lies in identifying the reason for its occurrence. Explaining its cause leads to finding more rational ways to correct the error. This, in turn, makes it possible to prevent the consequences of the error, not to make it ineffective.

In the practice of mass education, methods for identifying errors are limited to their observation, analysis and evaluation. The large number of students involved at one time creates difficulties in identifying errors inherent in them.

The teacher's ability to conveniently choose a place of observation allows him to see everyone and all the mistakes in their actions. Knowing how to observe is, first of all, the ability to analyze and evaluate what he sees. This process must be two-way, both on the part of the teacher and the student.

When performing a physical exercise, a student often sees his own success or failure and evaluates it based on the quality of his performance or its final result. However, without objective analysis, he may not know the reason for his success or failure. The trainer must teach the student to think about his own successes and mistakes. This, in turn, means theoretical knowledge and practical skills.

One of the ways to develop the ability to self-analyze is to find and correct each other's mistakes in performing the exercise, to referee in friendly matches - competitions, to discuss the results of the game with the team, to celebrate, etc.

The criteria for evaluating the performed movement activity are different and depend on the objectives of the learning process. The criteria are:

1. Assessment is usually carried out at the initial stages of training, according to the standard method of performance technique, when the student's ability to imitate the model is limited. With the accumulation of experience and knowledge, deviations from imitating the established model are not due to errors, but (especially if the result is rising), but due to the manifestation of individuality.

2. Competitive assessment by comparing the technique with the technique of another student. Although this leads to an increase in interest in systematic training of exercises, the quality of performance may not be at the level of modeling.

3. Assessment by determining the result of motor activity, as a rule, has great didactic value. It teaches the student to compare his performance technique with the achieved result, to look for individual ways to solve it. However, such an assessment is more suitable for students with good preparation. They can critically evaluate their own activities, and they understand the importance of performance technique when performing physical exercises.

The category of assessment is also manifested through various warnings, approvals or the opposite, as well as correctional instructions from the teacher. However, it is not limited to the same warnings, but it is also important not to ignore the actions that deserve praise and encouragement in the student's activities.

It is quite difficult to evaluate their activities when teaching in groups. Experience has shown that the group pretends to understand their individual mistakes and tries to correct them, but on the other hand, finding and correcting a large number of individual mistakes reduces the "density" of the lessons and forms apathy in the student. It has been proven that the most effective way to resolve such a contradiction in the educational process is to briefly, clearly and meaningfully state the mistakes and shortcomings in group lessons.

The teacher's assessment should be a means of self-confidence in the education of students, therefore, it should not be limited to assessing only the positive and negative aspects of the material, but also take into account the attitude to the work. It should be noted that his personality, behavior, and attendance are outside the scope of the assessment criteria (B.A. Ashmarin, 1979).

The rules for correcting errors are diverse. The most common are the following:

The student must understand his own mistakes. If repeated explanations and demonstrations of exercises, telling about the activity help to understand the wrong actions, and drawing pictures,

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sharing achievements, mistakes and shortcomings with their comrades in training, and discussing the technique of movement on the mistakes, then this is the word that means the success of the educational process. In practical activities, a relatively useful method is to overcome the opposite, that is, to compare the movements in contrast with each other in terms of muscle tension, relaxation, amplitude and direction. Such a comparison of muscle sensations helps to understand one's own mistake and find the right way to correct it. For this purpose, it is also useful to perform the movement being mastered in the other direction, with the other leg, hand or in changed conditions. The resulting muscle sensation allows us to compare it with the one performed under normal conditions and to suggest a more effective way to correct errors. Attempting to correct all errors not one by one, but in turn, depending on their significance, may be ineffective.

Usually, the correction of errors begins with the correction of the significant ones, since other minor errors may occur through them. For example: errors in the final effort, as a rule, occur due to the coordination of the links in the last movement. In addition, it should be taken into account that the identified errors also occur as a result of the movement performed before the movement being mastered.

By a significant error, we understand an error that occurred based on the movement technique. It is a common phenomenon in the practice of the educational process that errors considered secondary disappear spontaneously as a result of exercises performed with the aim of correcting a significant or primary error. It is only necessary to prevent secondary errors from becoming automatic.

It is important to remember that it is appropriate to determine the level of correct execution of the general scheme of the movement structure and consider what caused the error in the full movement act, and not the result of the incorrect selection of the instructor or the preparatory exercise. At the same time, the speed of the exercise execution does not meet the student's capabilities, which leads to a violation of the execution technique. It is very easy to identify and evaluate errors in static situations.

The instructions given by the teacher to identify the student's error should correspond to his current capabilities. For example, in order to require "use leg strength" when climbing a wing with three methods, it is important that his coordination of arms and legs (for this method) is previously developed (trained) or vice versa.

The unexpected reappearance of errors of the form "lost, corrected" requires periodic repetition of the guiding exercises used to eliminate them. The sudden appearance of similar errors can often be observed when performing a newly mastered activity in more difficult conditions.

Another way to correct errors in movement is to eliminate the cause of their occurrence, which, in turn, leads to the disappearance of the error. This method is carried out through the use of guiding and preparatory exercises in the educational process;

- repetition of the passed (taught) material; changing the location and conditions of the step that creates a stimulus for the correct performance of the activity (for example, incorrect running in the long jump).

It is not only extremely important to take into account the importance of the emergence of errors and their correction in the process of changing motor activity, but it cannot be denied that this problem is also of a qualitatively different importance at the stage of improving motor activity.

The main task of this stage of the educational process is to ensure the formation of motor skills, which, through the ability to perform the movement with high skill, is to:

a) form a skill;

b) form a higher-order (status) motor skill.

A characteristic sign of the formation of a motor skill is manifested in knowledge and experience of movement, and it turns into a skill to perform. Initially, the skill is formed only in the basic version.

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The teacher's task is to form the motor skill in the basic version, consolidate it, and on this basis create a foundation for performing relatively high-status activities. At this stage of training, it is necessary to improve the quality of the performance of the activity so that the technique of physical exercise with work is individualized, various variants of the main activity are mastered, and the acquired skills can be used in the performance of new activities of various variants.

At the stage of consolidation, all methods of training are used comprehensively, but the activity is mastered as a whole, and competition and game methods are used as the leading method. The feeling of feeling the movement increases due to the reduction in the volume of use of sight and hearing at one time. As mentioned above, the second and third stages of training involve the process of repeating the movement activity (or exercise) many times. In this process, the problem of repetition training is of particular importance, and the exercise should be systematically repeated many times, while there is a limit to the number of repetitions, which is required not to exceed the norm.

Repetition (practice) is carried out in two opposite cases:

Simple and variational (in different forms, forms) repetition. »

Simple repetition allows you to consolidate the basic variant of the movement, skill formed under the same, unchanging conditions. Such repetition is, by the nature of education, copying, imitating. For example: when the teacher explains and shows the standard technique of movement, the student tries to imitate what he saw, to perform his movement as close to that movement as possible. There is a need to use simple repetition in education, but it has limited didactic possibilities.

Variant repetition implies a different task: to give the movement skill such adaptability, flexibility that it can be used in different conditions. For this purpose, the repetition of movement activity is systematically performed in variable variants and conditions. The conscious use of variant repetition is very effective:

1) if variable repetition is carried out by setting a task that requires the student to find the optimal method, this becomes the basis for problem-based learning. As is known, problem-based learning helps to solve the movement task, think independently and approach it creatively;

2) repeating movement activities in various, changing options and conditions teaches to apply skills not only in changing sports conditions, but also in labor, military practice and life;

3) performing various options in exercises increases the interest of students. It is known that children repeat the exercise with great desire and aspiration if they are given a new task to master, consolidate and improve a difficult movement activity, which in turn increases and enriches their talent, movement reserve and experience.

To achieve maximum pedagogical effectiveness, the number of repetitions should be optimal. The increase in the result of the exercise depends on the number of repetitions, but is not directly proportional to it. A large number of repetitions quickly turns into mechanical performance, and the activity in the exercises decreases. The number of repetitions also depends on the factors of the educational task, the complexity of the activity, the level of preparation of the student and the improvement of the teaching methodology. The volume and complexity of the material of the physical education program at school allows you to determine the number of repetitions sufficiently, without going beyond the limits of the curriculum. If the formed skill has become sufficiently thorough and solid, and the sense of movement does not make it difficult to master new material, then the number of repetitions can be reduced only to that extent.

The number of repetitions is set in excess of what is necessary for the first repetition of the movement activity. These additional repetitions are determined with the aim of increasing the strength of the movement skill and enriching the movement reserve (range).

It is necessary to start the repetitions on time, based on a certain schedule, without forgetting what has been mastered, and not to forget about systematic repetitions.

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From a methodological point of view, the teacher solves two tasks:
1) in what sequence to place the repetition of the mastered activity in one lesson and in a series of lessons;
2) at what frequency (repetition rate) to repeat the exercise at all stages of education.
To do this, it is necessary to clearly take into account all the factors in the teaching process and to use two methods of repetition on a scientific basis. These methods are: repetition (over a long period of time) and concentrated - using a more intensive repetition of the exercise process, concentrated, or with a deeper focus on some link in the structure of the movement.
When determining the rest interval and its length, if the total sum of both is equal, then training with a long rest period and rare load intervals improves the body's working capacity, while training with a short rest interval improves the body's working capacity. Therefore, combining physical education lessons at school into two lessons does not always give a positive effect.
The idea of accelerating training by achieving results, focusing on exactly one thing (concentration) and repeating it, has not been very effective in mass training. However, in the training of highly skilled athletes, the above-mentioned method of achieving quick results is the basis of the teaching methodology. This method of restoring motor skills at the initial stage cannot be used. It can negatively affect the correct understanding and thinking of the technique of activity, hinder the development of the acquired skills, and lead to a delay in their development. The correct formation of a skill depends on the appropriate development of the necessary physical qualities, which, of course, requires the improvement of motor activity over a long period of time.
When determining the final result inherent in the two methods of repetition, that is, when assessing the good or badness of repetitions, it is considered that longer repetitions are more effective in mastering the learning material being mastered, while concentrated repetitions are more suitable for easier material.
Both methods are distinguished by the fact that the nature of the distribution of repetitions is not the same: at the first stage of training, the frequency of repetitions is maximum, if you want to do it, you should allow it, over time this intensity decreases slightly. This can be explained by the formation of new skills, the emergence of new neural connections, their strengthening. When the sophistication of these connections reaches a sufficient level, it can be observed that the need for repetitions decreases for their maintenance. In the conditions of mass training, when the practical limit of mastering the technique of activity is reached, the length of the rest interval loses its principle significance. In order to maintain the skill, it is advisable to make changes in the part that is necessary for it. These changes are made due to a certain increase in the physical fitness of the trainee. If these repetitions do not aim to constantly improve movement skills, they are repeated only to maintain and strengthen movement qualities at the required level, to prevent the fading of acquired skills. Accordingly, it is appropriate to conduct the main repetitions in mixed-type lessons during the mastery of new activities provided in the physical education program of higher education.

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