

## JISMONIY MASHQLARGA O'RGATISHNING ASOSLARI

***Kholova Shakhnoza Mardonovna****Uzbek-Finland Pedagogical Institute, Faculty of Pedagogy and Physical Culture, Teacher of the Department of Physical Culture and Sports****Musaeva Ma'mura****Uzbek-Finland Pedagogical Institute, Faculty of Pedagogy and Physical Culture, 3rd year student of the Physical Education in Preschool and Primary Education***Abstract**

The article analyzes effective methods of teaching physical technique. The main didactic measures taken in the process of gradually teaching children to see and develop their skills, the methodology of the exercises depending on the type and content of the exercises are highlighted. Methods such as partial demonstration of movement, repetition, assistance in recovery and independent maintenance are revealed.

The article emphasizes that teaching physical exercises takes into account age-specific physiological and medical support, and methodological recommendations for educators and trainers are given.

**Keywords:** physical exercises, technique, teaching methods, pedagogical methods, seeing movement, repetition method, demonstration, age-appropriate, educator, training.

All pedagogical requirements for teaching all knowledge also apply to physical education as a pedagogical process. However, only in physical education, movement activities are the source of the subject of training in the physical and mental development of a person, and this determines the nature of the teaching process. That is, if other knowledge uses words and writing, then physical education uses movements.

In the process of physical education, its main feature is the active motor activities of students. Through this, a person grows physically and mentally, and students acquire special knowledge about physical education. Teaching in physical education is a process organized to master and impart a system of special knowledge about motor activities. The result of teaching in physical education is physical enlightenment.

Teaching motor activities (or teaching physical exercises, if it is understood as specific motor activities) consists of a short pedagogical task. The term "training in movement activities" is used when providing theoretical knowledge about specific movement activities. It is known that movement activities mean the movement structure that is included in them, in this case the term "training in movements" is used,

which has the same meaning.

During the training in movement activities, movement skills are formed, at the same time, movement abilities, strength, speed and other qualities are also developed (see the section "Movement qualities"). The two processes are inseparable, but they are not the same in method, sometimes in source. Therefore, in a specific pedagogical process, attention is paid to training (improving skills) or developing movement qualities (see "Teaching structure").

In the process of teaching motor activities, not only educational and upbringing tasks, but also health-improving ones are carried out together. In no other general education subject is the health-improving task so clearly revealed. The educational task in teaching motor activities also has its own characteristics. The main component (constituent part) of the process of mastering educational material is the active motor activities of students. Their educational and labor activities require the expenditure of potential physical forces.

Therefore, in order to understand some of the laws of students' educational activities, it is necessary to take into account their general working capacity. Working capacity depends on several factors: hereditary, acquired in the process of life, and the method of managing activity in specific conditions. The more developed these factors are, the more a person's working capacity increases.

Under normal conditions, a person does not use his full working capacity, he keeps part of it in reserve (in reserve), using it only when necessary. Another feature of teaching motor skills is the formation of a system of motor skills.

Only the system of motor skills determines the physical fitness of the student. However, there are many system options. They are selected depending on the purpose of physical education and its specific task.

**The main feature is the connection with the development of a set of motor skills, which is carried out in two directions:**

- 1) the formation of motor skills is inextricably linked with the simultaneous development of motor skills;
- 2) the specific development of motor skills is effectively carried out simultaneously with the development of other qualities. For example, when teaching short-distance running, speed is developed, but speed itself occurs through the effective development of strength and endurance.

The result of teaching motor skills is determined by the level of results achieved in physical education and physical development. Through the proper organization of the pedagogical process, there is a definite increase in the mastery of the knowledge system and motor skills, as well as in physical development indicators.

Teaching theoretical knowledge. When teaching each movement activity, students rely on the knowledge that they already have and are learning. Special

knowledge in physical education is the laws underlying the existing information system and a properly organized physical education. The content and volume of theoretical information in general education schools is determined by the Unified State Program for Physical Education.

**The following points should be included in the approximate methodology developed by the teacher:**

- 1) analysis of the specified and required movement activities;
- 2) the volume of physical exercises to be taught and the standard characteristics of the information content;
- 3) determination of the curriculum, general education subject;
- 4) determination of the topics of the general education subject that have been studied and will be studied by students;
- 5) determination of the volume of theoretical information to be expressed in the lesson series.

Special information about physical education is conditionally divided into three groups:

- a) information about the social existence of physical education; b) about the rules for applying physical exercises;
- d) information of a medical-biological nature.

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