

DIDACTIC BASIS OF TEACHING PHYSICAL EXERCISES

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Annotation: This article discusses the didactic principles of teaching physical exercises, the role of pedagogical methods in their effective implementation, the need to take into account age-specific characteristics and plan the content of classes. It also bases the step-by-step teaching approach to the formation of movement skills in students.

Keywords: physical exercise, didactics, pedagogy, movement skills, teaching principles, methodology, age characteristics.

Introduction

The main goal of physical education classes is to form healthy lifestyle skills in students, to educate them as active, strong-willed and capable of working in a team. An effective way to achieve these goals is to teach physical exercises correctly and on a scientific basis. This process requires a deep analysis of pedagogical and didactic approaches.

DIDACTIC (from Greek didacticos - teacher, educator) is a branch of pedagogy. It deals with the theory of education. The term "didactics" was first used in Europe in the 17th century by scientists who created works on teaching and the educational process. The Czech pedagogue Jan Amos Komensky developed the didactic aspects of educating and educating children and adolescents in his work "Great Didactic".

Didactics is a general theory of education and training, which also plays an important role in the process of teaching physical exercises. Physical education didactics is based on the following basic principles: consistency, conscious teaching, activity and independence, individualization, demonstration, and repetition.

Step-by-step teaching

Movement skills are formed step by step:

1. Explaining and demonstrating a new movement;
2. Gradually repeating the movement;
3. Strengthening the movements through practice;
4. Applying them in practical situations.

Each of these stages should be adapted to the age, physical development, and

psychological state of the student.

The purpose of teaching physical exercises, like any pedagogical process, is to organize the planned activities of students under the guidance of teachers to form movement skills, competencies, and acquire special knowledge.

In the process of teaching physical exercises, the following main tasks are achieved: forming movement skills that are important for the general movement and sports preparation of students;

- developing physical qualities such as strength, speed, flexibility, agility, and endurance;

- formation of professional and pedagogical skills (for students of special educational institutions).

In the process of teaching physical exercises, the specific tasks that are performed are determined on the basis of assessing the structure of the movement in a specific movement, the characteristics of the conditions for its implementation and the level of preparation of students. Teaching a specific physical exercise can be conditionally divided into three stages that are interconnected.

The first stage is the formation of a general initial idea of the movement (initial teaching), which is achieved on the basis of conscious mastery of what kind of movement activity. As a result of the initial information about the new movement (its form, volume, direction of action, specific movements and movements) and the accumulated movement experience in the student's memory, general connections are established that ensure the formation of the initial program of the future movement activity.

The second stage is the acquisition of the basics of direct movement technique (a thorough study of the exercise). As a result of the active work of the teacher and the student at this stage, the idea of the exercise is determined, errors are eliminated, and independent performance of the exercises under strict control is ensured.

The third stage is the consolidation and improvement of the movement technique. This inevitably brings the level of movement control to the level of an automated skill, due to which the student can perform the exercises in different conditions (competitions and other performances) for a long time.

The first condition. The first condition for the successful organization of physical education is an accurate assessment of the student's level of readiness. The nature of the assessment of the student's movement depends on what exercise is being studied at the moment. Gymnastics exercises are complex in nature, therefore, in each specific case when a new movement is being studied, the determination of the student's capabilities may change.

The second condition is to draw up a training program based on the analysis of

the structure of movements and knowledge of the individual characteristics of the student. The training program is written in the form of an algorithmic task: a linear or network program. As the technique of physical exercises becomes more complex, the effectiveness of training programs increases.

The third condition is to skillfully manage the process of mastering the exercise. This is done by analyzing the teacher's activity and selecting teams and control tasks that clarify the task.

The fourth condition is the availability of appropriate conditions and training tools. These include the following training place (classroom, hall, playground), main and auxiliary equipment, methodological training tools (tables, pictures, kinograms, models of the human body), technical support means: film and photo cameras, video recorders, dictaphones and shock absorbers.

When organizing the physical training process, the didactic principles of training are considered the main activity guide.

The principle of consciousness and activity. Physical exercises make great demands on the physical and volitional qualities of athletes. The principle of awareness and activity in the process of mastering new exercises requires students to first of all understand and learn the movement, to be interested in solving the task and to be creative in their attitude.

The principle of demonstration. To achieve demonstration in teaching, the teacher uses a number of tools and techniques at his disposal.

Demonstrating the perfect execution of the movement, showing film and photo materials, pictures, tables and "standard" models.

Verbal description of the details of the technique of individual movement tasks and comparison with other movements.

Demonstrating the technique of the exercise or its elements being studied on simulators, human body models and mannequins.

In particular, the acceleration of the movement with special attention as a result of special stops, imitation, assistance and other facilitated movements.

The principle of ease requires that the participants be given tasks that correspond to their strength. Otherwise, students will lose interest in the lesson. However, the principle of ease does not completely negate the need to teach athletes to overcome difficulties.

The principle of systematicity implies a certain consistency in the study of motor activity.

Regular improvement of the movement technique and learning new exercises to develop the ability to perform various motor tasks.

In order not to reduce the participation and activity of teachers, it is necessary to alternate work with rest during the teaching process.

Methodological methods for teaching gymnastic exercises are diverse in purpose. The following are among the most effective and most frequently used in teaching experience.

Methods that stimulate and clarify imagination in the form of a partnership technique:

a) the teacher's interaction with students through speech, such as telling, discussing, explaining, debating and other forms, is most effective and effective only when each word is clear and figurative, and the phrases are short and understandable; in this case, the teacher can successfully conduct preparatory work directly before learning a new exercise, thereby controlling the teaching process;

b) demonstration of visual aids (contour diagrams, tables, film clips, flat wire and other models of the human body, cartoons and sketches), the demonstration of the exercise by the person performing it, the use of various reference points (see the table);

c) modeling the elements of exercise techniques in the form of graphic images - re-depicting successive movements on a model of the athlete's body, describing the movement technique verbally or in writing, re-depicting certain parameters of the movement using technical means - this activates the student's activity and helps to facilitate the formation of movement skills, which is the main task of teaching.

Methods of assistance and checking. There are various ways in which the teacher can assist the student. For example, telling what to do during the exercise, giving advance instructions on the result of the movement task or the method of its execution, and giving instructions.

A special group of methods of assistance and checking is associated with the situation of joint activity of the teacher and the student. For example, when the student begins to perform movement tasks in practice, he needs physical assistance to correct a mistake, clarify technical details, or ensure safety. For this purpose, the teacher helps the student to independently record a standing position, repeat the sequence of movements, and complete the exercise. In this case, the teacher slows down the student's movements, accelerates artificial resistance, and provides checking.

The use of additional landmarks primarily facilitates the mastering of new gymnastic exercises. Such landmarks clarify the idea of the parameters of the movement, help to correctly perform the movement activity, and accurately assess the results of the performed movement.

The following are usually used as visible landmarks: certain parts of the projectiles, certain parts of the student's body, medical landmarks (objects near the place where the exercise is performed), additional objects (balls, sticks, ropes, etc.), as well as specially drawn (scaled and simple) signs.

An example of this is the task given to the student to perform acrobatic exercises according to the signs on the side of the acrobatic track or to land accurately on the

ground within a certain limit after jumping from the projectile.

Certain sound signals (claps, whistles, and claps) can accompany the movement or set the pace and rhythm.

Tactile signals can be used in cases where it is difficult for a student to visually find a reference point when performing an exercise. The fact that the student is leaning on something (projectile, reference point) while performing the exercise helps him compare the movement with the result of the activity and make corrections to the movement, which helps him choose rational methods for continuing to study the exercise.

In the process of learning new physical exercises, the addition of various additional reference points is one of the requirements of the teaching methodology.

The use of technical means of training allows, in addition to assessing the quality of the result of the exercise, to obtain accurate quantitative information and correct errors in the program of future movements. The following are technical means: the simplest measuring instruments (stopwatches, centimeter tapes, calipers and calipers), recording and recording devices (video recorders, dictaphones, film cameras, cameras, dynamographs and calipers); program and control information devices. sequence of movement rhythm (individual movements) within a certain time perception of light and sound programs repetition in a candle An example of the use of technical means in teaching physical exercises: in this case, a candle is used to stimulate imagination at the beginning of the training exercise, and a candle is used to obtain immediate information in the form of the results of the exercise during the performance of the exercise, which facilitates the management of the training process.

The process of teaching physical exercises is a manifestation of the consistent activity of the teacher and the student, and is determined by the nature of the tasks and learning conditions at each stage of the activity.

At the beginning of the lesson, the teacher must determine how ready the student is to master a new

exercise. To do this, the teacher;

Takes into account all the

exercise experience and individual characteristics of the student in the process of learning the exercises;

Observes the student's behavior, talks with him, and assesses his current state of health and mood;

Studies the data of medical observations to get an idea of the capabilities of the student's functional systems;

Selects control tasks to assess one of the aspects (mobility, physical or other) that indicate the student's readiness or gives a task to repeat previously familiar exercises similar to the exercises.

2. The teacher, based on the student's knowledge of the material and the new exercise technique, draws up a plan, selects the teaching method and methods.

3. The teacher introduces the student to the new movement. This is where the direct contact between the teacher and the student begins in order to form movement skills.

4. The further work of the teacher and the student is aimed at teaching the basics of the exercise technique being studied: demonstration, explanation, demonstration of the movement structure on models, and other similar appropriate methods.

This preparation of the teacher and the student prepares the ground for the subsequent practical implementation of movement tasks.

5. After that, the teacher offers the student to perform the exercise, including:

Imitate the movement or a separate movement;

Perform the exercise at a slow pace with assistance to highlight certain phases of the movement;

Repeat the movement in the most easy conditions, for example, on a simulator.

6. During the student's exercise, the teacher should:

monitor the execution of the movements, provide assistance using various methods and techniques, analyze the results of the task, and, if necessary, correct the student's movements during the execution.

The main task at this stage is to correct errors that occur during the execution of the movement in a timely manner. The following may cause errors: unclear understanding of the movement technique; inconsistency of the students' subjective assessments of their movements with their sensations of movement; inconsistency of the complexity of the movement task with the student's capabilities; the negative impact of the completed exercises on the new exercise, the lack of sufficient courage and determination during the movement activity, and shocks.

Activities aimed at in-depth study of the exercise allow the basic technical movements to be brought to an automated level, which is manifested in the independent and technically correct performance of the exercise.

7. To consolidate and improve the exercise technique, the teacher continues to perform the movement independently under the guidance of the student.

Taking into account age-related characteristics

Since the level of physical and psychological development of students, attention and memory capacity, and coordination abilities are different, teaching methods should also be adapted. For example, if teaching through games is effective for primary school students, competitive methods are preferable in higher grades.

1. Pedagogical methods

2. The following methods are used in the training:

3. • Instruction and explanation;

4. • **Practical implementation (individual or in a group);**
5. • **Game forms;**
6. • **Analysis through intermediate and final evaluation.**
7. **Conclusion**

Teaching physical exercises involves not only technical skills, but also educational, social and psychological goals. To successfully implement this process, teachers must have a deep understanding of didactic principles and be methodologically prepared. Effective results can be achieved through an individual approach, taking into account the capabilities of each student.

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