



METHODS TO INCREASE THE EFFICIENCY OF PHYSICAL EDUCATION LESSONS IN GRADES 1-4 STUDENTS

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Article history:	Abstract:
Received: 17 th January 2022	The scientific article focuses on ways to improve the quality of lessons based on modern approaches to teaching physical education in grades 1-4, optimize lesson plans, inculcate national and universal values in students based on best practices.
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Despite the positive changes in the modern educational process, the meeting criticized the fact that there are still problems in the education system, the material and technical base of schools, the knowledge and skills of some teachers do not meet modern requirements.

Then the heads of relevant ministries, local authorities need to create a modern and rational system in the field of education in the formation of cooperation "family - neighborhood - school - university", the creation of teaching methods, educational standards, textbooks and manuals, the use of advanced foreign experience in education, the tasks of establishing school-higher education cooperation in improving the quality of education through national traditions and values.

Today, one of the main issues facing us is to pay attention to the quality of education of secondary school students and the mechanisms for its implementation, educating students on the basis of national and universal values.

In the education system, general secondary education covers grades 1-9, and this stage of education is the most responsible period for students. The first stage of general secondary education is primary education, during which children are armed with basic concepts.

All subjects related to primary education are taught on the basis of curricula, including physical education. Physical education, physical development and health of students are the main issues in all the work on improving primary education.

At this point, we found it appropriate to focus on the physical education of primary school students. Physical education of primary school students today:

- physical education classes;
- extracurricular and extracurricular activities;
- physical education in out-of-school institutions;
- in the form of physical education in the family.

The most basic form of physical education for students is a physical education class. Because the course is a systematic form of physical education, the curriculum is taught in accordance with the State Education Standard of General Secondary Education on a schedule basis by specialized teachers defined in the classrooms.

According to the State Education Standard and the curriculum of secondary schools approved by the Ministry of Public Education of the Republic of Uzbekistan in 2017, physical education classes for primary school students are mainly 2 hours per week for 66 hours for 1st grade, 68 hours for 2-3-4 grades, as well as elements of gymnastics, athletics, movement games, sports games: basketball, volleyball, handball, football, chess.

It is advisable to organize and conduct classes, taking into account the age, gender and physical fitness of students. Physical education classes for primary school students are organized and conducted twice a week for 45 minutes according to a strict schedule.

Students acquire and improve the knowledge, skills, and competencies provided for in the science program.

In pedagogy, knowledge, skills, competencies and competencies are defined as follows.

Knowledge - remembering and re-explaining learned information.

Ability is the ability to apply learned knowledge in familiar situations.

Competence is the ability to apply learned knowledge and formed skills in unfamiliar situations and generate new knowledge.

Competence is the ability to apply existing knowledge, skills and competencies in daily activities.

In physical education, these concepts are interpreted as follows:

Knowledge - In physical education, students learn about new movements and master the first imperfect levels of performance.

A skill is the ability to perform certain parts of an action extremely quickly, accurately, and purposefully, and it occurs as a result of repetitive exercises in learners.

Skills are formed as a result of students repeating physical movements many times under the same conditions.

Physical education classes have their own characteristics in terms of content and organization, and are held in the gym, special facilities, playgrounds, schoolyards, stadium corridors, where special conditions are created for students to teach. Students are required to wear special sportswear rather than the usual school uniform in physical education classes. In this case, it is convenient to perform physical movements.

One of the most important issues related to physical education classes is the structure of the course.

The structure of a lesson can be described as the number of parts of a lesson, their sequence and content, duration.

In the specialized scientific literature, experts have expressed different views on the structure of the course. For example, some experts believe that a lesson consists of introductory-preparatory-basic-final parts. A number of experts believe that physical education classes consist of organizational - basic - final parts.

In fact, in our opinion, today physical education lessons consist of three parts according to the structure and they are called the preparatory part of the lesson, the main part of the lesson, the final part of the lesson.

The preparatory part of the lesson is to prepare the students for the main tasks that need to be completed in the main part of the comprehensive lesson, which is usually planned for an average of about 8 - 12 minutes, sometimes longer.

In the main part of the lesson, according to the lesson plan developed by the teacher, the class is taught new exercises in physical education, defined in the curriculum, or the previously taught exercises are repeated, improved and the necessary theoretical knowledge is given. It is advisable to set aside 25-30 minutes for the main part of the physical education classes. The organization of the main part of the lesson can be different. That is, the State Education Standard for Physical Education requires the organization of sections of the curriculum (gymnastics, athletics, movement games, elements of sports games, chess) in the main part of the lesson in different methods.

It usually takes 3-5 minutes for the final part of the lesson. It reduces the amount of physical activity received by students in the main part of the lesson, ending with light exercises. Students are encouraged, reprimanded, assessed, and given homework if necessary. In an organized manner, the class will leave the venue. Proper organization of lesson parts creates great opportunities to ensure the continuity and effectiveness of the lesson.

Another way to improve physical education classes is to diversify physical education classes according to their pedagogical responsibilities. In the effective organization of physical education classes, according to the pedagogical tasks of education and health, physical education classes, "introductory lessons", "lessons of new materials", "mixed lessons", "improvement lessons", "control lessons" and "final lessons" turns.

Introductory classes are classes that begin at the beginning of the school year, the first quarter, as well as a new section of the program planned for the academic quarter. They can also be organized in the form of lectures, conversations, dialogues. In this case, the teacher can, for example, inform the students about the requirements of the curriculum, the work to be done in the school year, the requirements.

The lesson of mastering new material - combines new topics of the curriculum, connecting them with the end of the topics of previous lessons.

Mixed lessons are the most commonly used type in practice. The mixed course includes sections such as explanation, teaching, mastery, reinforcement, and refinement according to the content.

Reinforcement and improvement lessons - introductory, mastering new materials, movement skills are formed after the lessons are organized in order to perform the exercises perfectly.

Closing lessons are completely different from the lessons, which vary in content and in terms of pedagogical function. In these lessons, the term is summed up, the series of lessons in the curriculum, the lessons during the academic year. Final lessons are conducted in the form of assessment of students' knowledge and skills.

In addition to the types of physical education classes mentioned above, classes also vary in the nature of the organization: accent (accented) classes, mixed classes, complex classes.

Accent lessons are organized according to a separate section of the program according to the content. That is, the accent lesson focuses on gymnastics, athletics, volleyball, basketball, and so on. The teaching process will focus on studying, reviewing, or improving the material in this section.

Mixed lessons are focused on mastering the material of several sections of the curriculum, depending on the content. In such classes, students are divided into several groups and work under the supervision and guidance of a teacher on topics they have not mastered during the lesson.

Complex lessons - the content is organized on the materials of several sections in the order of the curriculum. That is, according to specific pedagogical tasks, several subjects (volleyball, athletics, wrestling, gymnastics, etc.) are taught in one lesson. Such classes are rarely organized in practice.

- In order to study the lessons of physical education in the primary grades of secondary schools, secondary schools No. 1, 4, 14 of Samarkand region. special pedagogical observations (interviews, special questionnaires) on the teaching of physical education classes in primary school were conducted.

- A total of 3 classes, 90 students, 20 primary school teachers took part in it. As a result, the following cases were studied. It was found that some physical education classes were not conducted at the required level and that there were serious shortcomings in the physical education classes taught. These include:
 - The attitude of most school administrations to physical education classes is not positive. (Does not consider physical education classes to be important lessons).
 - low capacity of teachers, their inability to work on themselves or non-compliance with existing rules.
 - Lack of equipment for organizing and conducting physical education classes.
 - Lack of a perfect textbook on physical education for primary school.
 - Lack of special facilities for the organization and conduct of physical education classes.
 - Insufficient organization and discussion of open lessons in physical education.
 - We consider it necessary to carry out the following work to eliminate the above shortcomings and give it as a recommendation.
 - Achieve thorough and accurate planning of physical education classes (annual, quarterly, monthly and weekly);
 - to ensure the availability of facilities and equipment for physical education classes;
 - Adherence to the organization and conduct of physical education classes in 3 parts on the basis of pedagogical requirements;
 - Achieving the ability of the teacher to use the most effective methods of organizing student activities in the classroom;
 - clear definition of pedagogical tasks in physical education classes;
 - to follow the course by linking the tasks of the previous lesson with the tasks of the previous lesson;
 - The correct choice of exercises that have a positive impact on the physical development of students, taking into account their age, gender, level of physical fitness, health;
 - to follow the course of physical education in accordance with other subjects of the educational agenda;
 - to take into account the need to carry out other types of education in physical education classes;
 - It is necessary to develop a mechanism to increase the motivation of physical education teachers to professional activities;
 - It is necessary to control the organization and conduct of physical education classes on the basis of the State Education Standard.
 - Achieving the organization and conduct of physical education classes on the basis of national and universal values.
- Based on the above recommendations, the organization and conduct of physical education classes for primary school students will be highly effective and the quality of the lessons will be ensured.

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