

# THE IMPACT OF PHYSICAL EDUCATION TRAINING ON THE PHYSICAL CONDITION OF PEOPLE OF DIFFERENT AGE GROUPS

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**Annotation:** This article examines the topic of methods of teaching students the module "Health-improving physical exercises for children of different ages" in a broad theoretical context and based on advanced foreign experience. "Creation of advanced pedagogical teaching technologies, modern educational and methodological complexes and didactic support of the educational process" is defined as one of the main tasks of general secondary education. Indeed, advanced pedagogical technologies increase the productivity of the educational process, form students' independence of thought processes, increase their enthusiasm and interest in knowledge, form skills and competencies to firmly possess knowledge and freely use it in practice.

**Keywords:** physical training, health physical exercises, cases, balance, coordination, endurance, mental attack, debate, insert.

Through the improvement of the educational system, great attention is paid to the training of mature, competent, capable of independent thinking, strong-willed, selfless and enterprising personnel in all respects. In this regard, completely new rules on the types of education were introduced into life. The legal and normative basis for the reform of Personnel Training and the system of continuing education was created. Taking into account the role of physical education and sports in healthy education of the future generation of our state, further improvement of sports work, creation of an educational and material and technical base at the level of its modern requirements, targeted state-wide activities are being developed and

implemented in order to increase the interest of the population in sports. In a report of the president of the Republic of Uzbekistan Shavkat Mirziyoyev at the expanded meeting of the Cabinet of Ministers, “in the past five years, 1 trillion 230 billion soums have been allocated from the budget for the development of physical education and sports, as well as strengthening its material and technical base. This is in addition to the funds of the National Olympic Committee. We have created a powerful base for the development of children's Sports, High sports skills and Olympic reserves. What other base, additional conditions and tools are needed?”.

Physical education and sports, like all spheres, are formed in a completely new direction of status and write wings towards the high peak. In fact, under the initiative and direct leadership of our country, physical education and sports took place within the framework of the priorities of state policy as a means of forming the gene pool of the nation and educating a harmonious generation. Today, great attention is paid to the training of mature, qualified specialists in society at a time when our country is experiencing an economic, financial crisis. In the Republic of Uzbekistan, "National Training Program" (1997), "healthy generation State program" (1999), "state educational standards" (1999), "Alpomish" and "Barchinoy" special tests (2000), analysis of the implementation of the tasks set by the president of the Republic of Uzbekistan in PQ-201 of April 11, 2022, "on measures to bring youth to a new level presidential resolution GI (PQ-443, 18.12.2024-y.) was adopted and the adoption of a number of decisions of the Cabinet of Ministers of the Republic of Uzbekistan is an important m directly related to improving the health of the population, the education of the physical perfection of students and young people.

In our republic, the process of updating and developing all areas of research is carried out with activity, along the way, great importance is attached to the science of physical education and sports. It is not for nothing that in the decisions of our government it is argued that it is the duty of higher educational institutions and labor teams to spread physical education and sports more widely among the broad

segments of the population, preschool vocational and academic Lyceum in all places. In the system of physical education of the Republic of Uzbekistan, the use of advanced innovative technologies in teaching the lesson of physical education is envisaged to increasingly improve the system of search and training of talented sports youth, which in the future will allow them to train highly qualified sports coaches. ” Didactic provision of advanced pedagogical technologies of education, the creation of modern educational and methodological complexes and the educational process ” is defined as one of the main tasks of general secondary education. In fact, advanced pedagogical technologies increase the productivity of the educational process, form the process of independent thinking of students, increase the enthusiasm and interest in knowledge in students, solid assimilation of knowledge, free use of them in practice, form skills and qualifications.

In the educational process based on pedagogical technology, the scope of the activities of the teacher and the student is clearly determined, the exact technology of the organization of education is indicated. “Today, our work on the further development of physical education and sports, especially children's sports, the construction of sports fields, structures and complexes with the necessary equipment, which meet modern requirements in each city and village, pays off positively.” In this sense, the practical introduction of advanced pedagogical Technologies is also important. The technological approach in education is one of the factors that actively influence the pedagogical process and determine its effectiveness, integrity and success. The humanization, democratization of the Uzbek educational system and the introduction of new technologies set the pedagogical science complex tasks of determining the content, structure, level of development, capabilities and technology of Education. Solving these tasks caused a number of problems. At present, various opinions are expressed in the press about teaching on the basis of new pedagogical technology. Thinking about a new, technological approach to education is not accidental. Establishing teaching on the basis of new pedagogical technology, relentless search for the educational process

to create understandable and interesting areas for students, remains an important task of the teacher. It should be done so that students become active subjects of the pedagogical process.

As with all types of education, the use of pedagogical Technologies is important in physical education classes. Because physical education classes ensure the development of students not only physically, but also mentally, they are important in activating students, teaching them to work independently, becoming active subjects of the educational process of students in the later stages of Education. But, in the pedagogical literature, physical education classes pay little attention to the issues of educational technology. When applying pedagogical technologies, it is important to take into account the peculiarities of physical education itself. Nowadays, interest in applying innovative technologies and interactive methods to the educational process is becoming more and more widespread. The use of such methods increases the effectiveness and effectiveness of education, forms in students the skill of thoughtful understanding of the content of the lesson. Innovation is borrowed from the English language, which means "creating a novelty", "innovation". Hence, using a form of work aimed at increasing the effectiveness of the educational process on the basis of innovations, and not on the basis of the same rules as in traditional education, means innovation. Building on pedagogical technologies in education and striving for innovation, the use of various interactive techniques aimed at activating students will help to effectively implement the educational goal.

The idea of technologizing education is not new. 400 years ago, the Czech pedagogue Jan Amos Komensky put forward the idea of technologizing education. He encouraged education to be "technical", that is, everything, whatever is taught, be successful. The result is the educational process, which he called a "didactic machine". For such a didactic machine: clearly set goals; for the achievement of these goals, precisely adapted means; for how to use with these tools, he wrote that it is important to find clear rules. In the theory and practice of

education, the first attempts were made in the 50s to give the educational process a technological feature. They found their expression in the creation of complex technical means for traditional teaching. Currently, pedagogical technology is not considered as technical means of teaching or research in the field of computer use, but it is a study aimed at determining the basics of the educational process and the development of ways to improve educational efficiency by analyzing, developing factors and applying methods and materials, as well as evaluating the methods used."

### **First group educational methods - (Group I)**

The first group of educational methods: ready - made mastering educational activities and methods that provide learners with mastery of knowledge at Level 1.

**Lecture**-a monological statement of a large volume of educational material by a teacher in continuous time.

The main task of the method is to teach. Signs: strict structure, verbal-logical statement, abundance of information given.

Lectures allow you to highlight important moments.

The conditions for the effectiveness of the method of organizing joint activities with educators include:

- ✓ drawing up a detailed plan of the lecture;
- ✓ the purpose of the lecture topic, tasks and the broadcast of the plan to educators;
- ✓ form short generalizing conclusions after highlighting each plan;
- ✓ to provide a logical connection when a given is passed from one part of a lecture to another;
- ✓ highlight the necessary places for recording ( to tell);
- ✓ the correspondence of the lecture with a workshop, practical classes, in which its individual cases are considered in detail.

Technological and instructional–technological maps are used when performing educational–productive work. In addition to technological consistency,

they will consist of a guided statement of technological demand, order, means of carrying out general work, the rule of doing things. The map of actions and the order of affairs are used to provide a written instruction: to teach service, diagnosis of malfunctions, adjustment of complex equipment. They contain various production instructions and rules that are performed in production activities. In the place of work, it is most effective for each student to use a written instruction.

### **Second group educational methods (Group II)**

The second group of practical educational methods: educational activities depicting the remembered and those that provide the learners with the mastery of knowledge and skills at Level 2, methods

#### **WORK WITH A BOOK**

The method of working with the book: performs the tasks of teaching, upbringing, development and interest.

- Learners can work with a book:
- under your leadership in the training session;
- Make sure they have ways to work with the book independently before putting the task of working with the book in front of the readers at home:uning tuzilishi bilan tanishish;
- peeping out;
- reading individual chapters;
- search for answers to questions;
- write a Abstract;
- composing base synopsis;
- drawing up logical structural drawings ;
- solving examples and tasks, doing exercises;
- execution of control tests;

If the work is carried out in a training session, then we divide the material we study by the book into individual parts and control them.

### **Third group educational methods - (Group III)**

The third group of educational methods: discussing, partial-exploratory educational activities and methods that provide learners with the mastery of knowledge and skills at Level 3.

The leading task of the method is to interest: with the help of goal - oriented and skillfully posed questions, learners are tried to remember and state their knowledge of the given topic, discussed with other learners under the guidance of a teacher. Learners, along with the teacher, realize and master new knowledge through step-by-step independent thinking, completion, inference, and generalization.

The advantage of conversation is again that it activates the thinking of the educated and promotes the development of cognitive power.

- Conversations are divided according to their task into:
- introductory or organizing (didactic task: to prepare learners for work in training);
- conveying new knowledge (didactic task: to introduce learners with new material);

synthesizer or reinforcer (didactic function: systematizing, “strengthening”, remembering and thinking of the knowledge of the learners).

The conversations are divided into training and “round table ” by organizational form. The” round table ” differs from the educational conversation in that in a Free State, the participants are in the order of their location and the main thing is that they take turns expressing their opinion.

The most important thing is to correctly formulate and ask questions. They must have a logical connection between themselves, reveal the essence of the question under study, help to assimilate knowledge in the system. Questions

should correspond to the level of development of learners according to their content and form.

### **Controversy (debate)**

Debate (debate) is an active method of exchange of views on a specific problem, teaching in the form of discussion. The method of discussion performs all tasks.

✓ This method is used for the following purposes: yangi bilimlarni shakllantirishda;

✓ those who receive education will be able to think deeply about one or another question, in ensuring access to their essence;

✓ space in the formation of mutual thought exchange skills;

to help educators stand firm in their personal opinion and protect it.

The debate is free, when it develops freely, it can be manageable. It should apply only to topics and questions that need to be mastered.

### **MENTAL ATTACK METHOD**

#### **Mental attack**

(breinstroming - dust of minds) - a collective occurrence of the idea of solving practical or scientific problems. Participants try to solve a complex problem at the time of a mental attack: by not allowing them to criticize, they bring up more personal ideas of solving it, and then distinguish between more rational/effective/acceptable and other ideas, discuss and develop them, assess the possibilities of proving or returning them. This method performs all tasks, but its main task is to activate educational - cognitive activities of those who receive education, interest them in independent understanding and solving the problem, and in them develop a culture of treatment, skills for exchange of ideas, freedom from thinking under external influence, and nurture the overcoming of primary road thoughts in solving a creative task. At the time of solving a task in traditional education, many trainees cannot bother to say their ideas. They are fundamentally



afraid of the error of their proposals and the negative attitude of the educator, the destructive criticism and laughter of other participants

### **INSERT**

**Insert** – application treatment of questions to activate previous knowledge and mark it in the text. After that, the designation of information of each type, which occurs in the text.

**Insert** - solving the complex tasks of mastering and strengthening the educational material is a teaching method used to develop the educational qualifications of working with a book.

#### **System of marking in the text**

- (√) - sign confirming what I say I know;
- (+) - new information sign;
- (-) - to what I know, the sign of conflict;
- (?) - it made me think.

### **PINBORD**

**Pinbord** (from English: pin - fastening, board – writing board) consists of matching discussion methods or training conversation with a practical method.

Educator:

- Lays out his point of view on the solution of the proposed problem.
- The mass organizes the right mental attack.

The following ideas are expressed by the learners:

→ They propose, discuss, evaluate the most acceptable (effective and choose other ideas and write them on a sheet of paper in the form of basic words (no more than 2 Words) and attach them to the writing board.

→ Members of the group (2-3 students as designated by the educator climb onto the writing board and in consultation with others:

- let's figure out the disputes;
- the ideas are determined by the symbols by which they can be systematized;

all ideas on these signs are grouped on the writing board (card/ sheets).

Educator:

→ Summarizes and evaluates the results of work.

### **EDUCATIONAL GAME**

Business and role (status)li games are a type of problematic assignment. Only in this case, instead of textual material, staged life situations are used, which are played by educators.

- As a teaching method, it performs the following tasks:
  - \* educator: formation of universal skills; development of creative abilities, including understanding, formation and analysis of new states;
  - \* developer: development of logical thinking, speech, ability to learn to environmental conditions;
  - \* motivational: encourage learners to educational activities, encourage independent inference;
  - educator: formation of responsiveness, exchange of ideas.

The implementation of training situations in the form of Game methods and lessons occurs in the following main areas:

- the didactic goal is put before the learners in the form of a task;
- • educational activity is subject to the rules of the game;
- • educational material is used as a tool of the game;
- • training activities include a section of competition that turns the didactic task into a game;
- successful completion of the didactic task will be associated with the results of the game. What is the difference between a business game and a role-playing game?

Business Game participants are offered a plot with a game built in a vital state, in which the participants are approached with a single common goal: to solve the proposed problem. At the same time, each participant must fulfill a separate role goal. Therefore, the development of the solution takes the process to be of an

allocative-group Nature: each participant first makes a decision according to his or her task objective, followed by his or her arrival with the group. The fulfillment of a special task goal depends on the results of the decision-making of the entire group. Typically, solving a muommo in a business game sequel is done in several stages (2 to 10 and one game is more).

Assessment of the movement of participants is carried out according to the final and intermediate results: intermediate assessment allows us to influence the movement of participants during the game in order to increase their awareness in the implementation of the specified goal, when assessing the final result, the organizational activities of the participants and the fulfillment of a role-playing goal by them are taken into account. The role-playing game, shown in such a situation as business, is based on the active joint actions of the participants in solving the problem. Subject participants have one mandatory goal - to solve the problem. But alohidali goals, as in a business game, are not agreed. The goals of each of the participants in the role - playing game are to win, show themselves. Situational play endings are judged not only on the outcome of a common goal, but also on the implementation of each participant's roll goals.

You must be as close as possible to real life in the game developed on your hand, but not be too complicated and difficult for the participants.

### **METHOD OF SITUATIONS**

**METHOD OF SITUATIONS**– is based on the educator's creation of problem situations and the learners ' active cognitive activities.

It is compiled from the analysis of the specific situation, assessment and subsequent decision-making The leading tasks of the method include:

- Trainer-based on knowledge activation;
- \* Formation of developmental – analytical thinking, the fact that the evidence of individual phenomena is able to see legitimacy;

Nurturer-formation of mind-exchange skills. The method of using problematic tasks allows us, connecting theory with practice, which makes the

material more relevant for those who receive education. Important signs of a learning problem will include:

the presence of the unknown, finding it leads to the formation of new knowledge;

the fact that there are to some extent sources of knowledge in the educated to carry out the search in the direction of finding the unknown.

The problem consists of 3 components:

- known (from the given task).
- unknown (finding leads to the formation of new knowledge).
- previous knowledge (learners' experience) necessary to carry out the search in the direction of finding the unknown.

Thus, a learning problem can be defined as a task with a result or method of execution that is unknown to learners in advance. However, learners have a preliminary idea of how to achieve or solve this result search. Thus, learning. If learners know the solution, the task will not be a learning problem. On the other hand, if learners do not know the solution to a particular task and do not have the means to search for a solution, then it cannot be a learning problem either. The complexity of the problem task (the situation is a “learning” problem) is determined by a number of factors, including the level of the learners. If the introductory material is too large or complex, they will not be able to absorb all the information, will not be able to find a solution, and will lose any interest in the learning activity.

Developing a problem task requires a lot of work and pedagogical skills. As a rule, after several attempts at the task, the study group is able to create a successful version. Nevertheless, such tasks allow you to connect the theory with a real situation. This allows you to activate the learning process in the minds of students, helps them understand the practical benefits of the material being studied for their future professional activities.

#### **Fourth group of educational methods - (Group IV)**

The fourth group of educational methods: independent research activities and methods that ensure the acquisition of knowledge at 4 levels.

### **PROJECT METHODOLOGY**

**PROJECT METHODOLOGY** It implements a comprehensive teaching method that involves the practical application, analysis, and evaluation of knowledge and skills. Learners are more likely to be able to plan and implement their own learning than those using other teaching methods.

They participate in organizing, controlling, analyzing and evaluating the results of the task. In projects, learning is not only valuable in the results, but also in the process itself. The project can be interdisciplinary, within a discipline, or outside of it.

### **CASE STUDIES**

Case-study teaching situation (case English - set, specific situation, study) - this method is based on the organization of typical situations taken from life or artificially created situations, which create situations that organize typical life and require learners to find a more appropriate solution. A case is a descriptive presentation of specific situations taken from the life of a group of people or individuals, which guides learners to formulate a problem and find a more appropriate solution. (2) additional information, including audio, video and electronic media and teaching and methodological materials.

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