

THE PRINCIPLE OF PERSONALITY AND ACTIVITY IN THE PROCESS OF PHYSICAL EDUCATION

Ortikov Umidjon Khudoyberdievich

Namangan Civil Engineering Institute, Senior Lecturer,
Department of Physical Education.

Annotation:

This article provides information on educational methods and principles, purpose and content, formation of skills, types of training for students in physical training, sports fitness training.

Keywords: Studenty, physical education, rehabilitation, pedagogical system, moral education, aesthetic education, principles of physical education.

The success of training depends on the correct definition of its goals and content, as well as the means of achieving these goals, i.e., teaching methods. Teaching methods are understood as a certain ordered, purposeful system of relations between the teacher and the student, ensuring the implementation of the pedagogical goals of improving training.

The process of physical education is multifaceted. This process provides both education and upbringing. In the process of physical education, education is aimed at creating and improving motor skills and competencies. At the same time, the physical development of participants suffers. The unity of all types of education, their mutual influence is one of the main pedagogical laws. Individual aspects of mental, moral and aesthetic education are integrated into the process of physical education. The general principles of physical education are the principles of labor and military training, health and comprehensive development of a person. At the same time, the principles of upbringing and training of the physical education process were also adopted. In physical education, there are known cases of combining movements and using them in a holistic manner with exercise methods. The most important primary rules representing the laws of education and training are called principles of training. General pedagogical principles can be applied in the process of physical education, since this process is a special phenomenon of

training and education. Reflecting its features in the field of physical education, it has a special significance.

The principle of consciousness and activity. The success of any educational process depends on how conscious and active the students are. A correct understanding of the tasks of the physical education process, their active implementation with interest accelerates the course of training, deep improvement of the acquired knowledge, skills and abilities and allows them to be creatively used in life. These laws form the basis of the principle of awareness and activity.

In the process of physical education, the principle of awareness and activity is applied in the following main directions. To develop an understanding attitude and important interest in the general goal and specific tasks of training. The principle of awareness and activity is expressed by understanding the goal of physical training and setting the goal of understanding the prospects of physical fitness and achieving it.

The tasks given in the physical education course are performed in the form of certain physical exercises. It goes without saying that the level of understanding of the goals and objectives depends on the age and preparedness of the participants. Teachers and coaches monitor, evaluate and correct the mistakes of the participants. However, it is important to develop the participants' ability to self-assess and control their own actions. This involves preliminary testing and practicing of actions. Regular evaluation and encouragement of their achievements play an important role in increasing the activity of employees.

The principle of direction. In pedagogical experience, edification is understood as the implementation of educational tasks by influencing the senses of sight, hearing and perception of students. Teaching plays an important role in the process of physical education, since the student's activity is predominantly practical in nature and has one of its special tasks - the comprehensive development of the senses. In the process of physical education, direct teaching consists of demonstrating physical exercises, as well as "feeling out" these exercises through personal experience. Direct teaching may include physical exercises and demonstrations of the actual performance of actions. Indirect teaching includes, firstly, the use of pictures, diagrams, models, filmgrams, videos and other teaching aids, as well as various special technical means that show individual aspects of actions and facilitate their direct perception, and secondly, figurative language comes into play.



When studying physical movements, the following methodology should be followed. To do this, you need to have a complete understanding of the exercise and feel it in practice. Therefore, for a better understanding of the exercise, you can use many visual aids. When performing actions in practice, this should be done with the advice and help of a trainer.

The principle of demonstration in the process of physical education is one of the general conditions of education. The use of various forms of demonstration increases interest in learning, promotes the formation of solid knowledge, skills and competence.

The principle of productivity and individualization. The principle of effectiveness and individualization means taking into account the characteristics of students and how difficult or easy the task is for them. This means that the process of teaching and upbringing in the field of physical education should be organized taking into account the capabilities of the participants, age and gender characteristics, level of training, as well as individual differences in physical and spiritual abilities.

The ability to perform physical exercises depends, on the one hand, on the capabilities of the participants, and on the other hand, on the objective difficulties that arise when performing the exercise. When a teacher determines the standard of academic performance, he or she relies on programs and regulatory requirements determined for a specific contingent of students based on scientific information and generalized practical experience. The capabilities of employees are determined by testing physical fitness criteria, medical observation, and pedagogical observation.

The principle of execution is often expressed by rules from simple to complex, from simple to complex. The process of individualization of training or training exercises depending on the age, gender, physical fitness and capabilities of the participants requires certain tools and methods. The functional capabilities of the body are not always the same. Therefore, differences in the development of movements, all these differences require the formation of motor skills and physical education skills, strict adjustment of the processes of teaching physical exercises, i.e. individualization.

The principle of regularity. The principle of regularity is manifested in the regularity of physical education and sports, as well as in the regularity of alternating rest with physical activity. The benefits of regular training are immeasurable. The regularity of the physical education process largely depends on the most convenient sequence

of classes and rest. Continuity - physical education is a continuous process from all periods of a person's life.

Functional and structural changes occurring in the body as a result of physical exercise come into conflict, the resulting conditioned reflex connection begins to fade, the achieved level of functional capabilities decreases, and even after 5-7 days without training, some regressive changes occur.

In the process of physical education, specialized training is of great importance. First, the skills and abilities of the necessary movements are formed, especially hand movements, and then the basic skills of leg and body movements are improved. This leads to specialization in the chosen sport. In the process of physical education, it is necessary to use the positive transfer of motor skills and abilities as much as possible and to exclude the negative transfer as much as possible. Effective results of physical activity are the main factors of the principle of regularity. Also, after such training, it is necessary to organize active and passive rest. The sequence of training and exercises depends on the personal characteristics of the participants, the focus of training, the number and composition of physical activity, as well as the force of impact.

The principle of development, this principle expresses the general direction of the requirements imposed on those involved in the process of physical education, and assumes the setting and implementation of new, increasingly complex tasks, as well as a gradual increase in the volume and intensity of associated loads. Physical education is also in constant motion and growth, continuously changing from training to training, from stage to stage. In this case, the characteristic feature is an increase in the complexity of exercises and a decrease in efficiency.

An analysis of the principles of ease, individualization, consistency and their compatibility shows the main conditions for increasing the requirements in the process of physical education. Increasing the requirements leads to positive results if the preparation of those involved in new tasks and objectives is appropriate, if the tasks and objectives correspond to the functional capabilities of the body, age, gender and individual characteristics. The main conditions are also the sequence of the exchange and interaction of exercises, the regularity of training, the optimal exchange of load and rest. The body does not get used to the load immediately, different periods are required. It always takes some time to adapt to the effects of new loads. Weekly, monthly, annual wave-like fluctuations of loads depend on



specific tasks and conditions of forms. A linear increase in loads is used without increasing their overall level. With a gradual increase in loads, the problem of strengthening physical training or training is solved.

Strictly regulated training methods consist of multiple repetitions of motor exercises in strictly regulated conditions. In a specific program of actions; strict standardization of the load and complete control of its dynamics during the exercise; Strictly regulated exercises are used, in which rest intervals are strictly regulated and alternated with the load in the specified order.

Motor exercises can be mastered either as a whole or in parts. When mastering motor actions in parts, movements are broken down into structural elements and mastered one by one. Strictly regulated teaching methods are divided into two main forms.

- 1). Perform exercises in parts, and then combine them sequentially.
- 2). A holistic exercise with selective exclusion of parts.

The use of learned actions for improvement will vary.

The game style is one of the effective forms of physical education methods. The game style of physical education classes has the following forms. Organization of activities based on imitation, achievement of the goal with constant and mostly random change of the situation. The plot of the game consists of a figurative expression of some aspect taken from the environment, or a special plot of the players' actions is formed based on the requirements of physical education. This situation is more common in sports games and action games.

A variety of ways to achieve the goal and the complex nature of the activity. The ability to win the game does not depend on one action. In the process of physical education, game activity is complex. That is, during the game, various actions are performed, such as walking, running, jumping, throwing, pushing. Therefore, various methods and forms of action are used to achieve victory.

Employees must be able to act freely, show initiative and dexterity, set requirements for their own motor activity. The rules of the games determine the direction of the game, create opportunities for solving problems, and the constant and sudden change of the situation during the game forces the full use of movement skills. Interdependence of the actions of the participants, bright emotionality. In games, communication is established between the participants, it is possible to be in a spirit of mutual cooperation and competition against each other, a conflict arises when



opposing opinions and interests collide. This completes the goal of the game. A high emotional state appears, an opportunity to demonstrate moral qualities is created.

Summary:

98.9% of students attend physical education classes at institutes, the remaining students are included in a special medical group due to physical weakness and illness. Students in the special medical group do therapeutic physical training and light motor games and walks.

Physical education classes with students, classes in sports sections are organized on the basis of the physical education program approved by the Ministry of Higher and Secondary Specialized Education. Sports competitions and holidays are organized on the basis of a plan developed jointly with the administration of the institute.

The institute organized medical control over the physical development of students: from scientific research methods to medical and biological analysis. During medical observation, the students' health condition, diagnosis of diseases, types and characteristics of diseases were studied. It was studied how students are distributed into medical groups and how therapeutic physical training processes are organized with them.

References:

1. Vishnyakov T. A. Mass Physical Education in the University. Moscow. 1991.
2. Matveyev, A. P. Methodological Physical Education and Basic Theory. Moscow. 1991.
3. Chernik E. S. Visibility in the Work of a Physical Education Teacher. Moscow. 1991.
4. Akhmatov M. S. Efficient Management of Public Sports and Health Activities in the System of Continuous Education. 2001. Tashkent.
5. Soliev H. Physical Education and Sports. Andijan. 2001.
6. Koshbakhtiev I. A. Fundamentals of Valeology. 2001. Tashkent.