



 Research Article

METHODS OF TEACHING PHYSICAL EDUCATION AT SCHOOL

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ABSTRACT

Physical education as a specific educational area, in addition to didactic methods, has a need for special methods in educational work. The primary purpose of this review is to show the importance and role of teaching methods and methods taken from sports training in the teaching of physical education.

KEYWORDS

Teaching, methods, students, primary school, physical education.

INTRODUCTION

One of the main problems in physical education lessons is the implementation of the curriculum. The distribution and specification of program tasks in the teaching of physical education for a large number of teachers is a difficult task when the requirements of modern teaching are taken into account. In physical education, there are programs and methods that allow a comprehensive study of personality, as well as their relative transformations. There is no doubt

that general views and physical development are formed at school and throughout life under various influences. It is quite reasonable to ask the question: do organized and programmed physical exercises affect physical development and to what extent? Considering that physical education programs in primary schools were based on the fact that more motor information is obtained from a larger number of different physical exercises, students are not able to master



them, and due to insufficient repetitions this does not have a significant impact on physical development. The quality of physical education in primary schools, based on available data, is such that it not only does not sufficiently express the desire for comprehensive physical exercise, but also does not have sufficient intensity and is clearly better organized. A large number of tasks in the curriculum cannot be implemented even by planned annual work programs in schools for objective reasons. Organized physical exercises have a positive impact on the anthropological status of students in order to transform it in the desired sense and volume [1, 3].

The study of various movement techniques and elements from various sports in the teaching of physical education is closely related to education. Learning in physical education teaching is a change in personality caused by physical exercise and environment, and also caused by the needs of the individual, which changes according to the demands of the times. Considering that physical education lessons last 45 minutes, we have ample reason to deal with instructional structures and norms, the application of which can lead to a lesson that is better formalized and technically correct, and, more importantly, - the significant impact of this lesson on the anthropological status of students will be greater.

Questions about the most effective ways of teaching in physical education lessons, which take learning success to a higher level, can be seen in teaching methods and the consistent application of teaching principles. The term “teaching method” represents “scientifically verified

methods and procedures for teachers and students in the learning process, which provide optimal conditions for rational and effective teaching, the full implementation of the teacher’s didactic creativity, the maximum manifestation of the student’s individual and collective activity and the full development of his personality.

Physical education work at school is distinguished by a wide variety of forms that require students to demonstrate organization, initiative, and initiative, which contributes to the development of organizational skills, activity, and resourcefulness. Physical education, carried out in close connection with mental, moral, aesthetic education and labor training, contributes to the comprehensive development of schoolchildren. Successful solution of the tasks of physical education of junior schoolchildren is possible only if it becomes an organic part of the entire educational process, a subject of general concern of the teaching staff, parents and the public, when each teaching staff member fulfills his duties in accordance with the “Regulations on the physical education of secondary school students”

Our goal:

- Define what physical education is.
- Understand the role and benefits of physical education.
- Consider, through personal experience, the role of physical education in your life.
- Find out what changes have occurred in physical education in recent years.

So, what is physical education and what does it mean to me? Our own values and beliefs about

physical education, linked to our socialization in the school environment (what experiences we had as children), significantly influence who we are and how we present them. The child's interest and conviction of the importance and significance of recreational physical education.

Physical education teachers must not only recognize and acknowledge their beliefs and values, but also that they can be challenged. Therefore, the starting point for defining physical education should be an examination of the experience of physical education and the extent to which this may influence our own definition of the subject.

However, throughout the development of the subject, physical education has focused on the physical, mental (emotional and cognitive) and moral (including social aspects) levels. Physical education is about more than just developing physical skills. This subject is more focused on the development of personality as a whole. This allows the child to achieve success in many areas of development. Physical education is not just about teaching specific sports skills. Although successful participation in physical education and sport may be the initial goal of the curriculum, it is also worthwhile to pay attention to developing students' ability to evaluate their own and others' work, increase responsibility for their own progress and, finally, apply their knowledge in difficult situations that will enable them to develop what are commonly referred to as higher order thinking skills.

Some scholars argue that the essence of the subject lies in the development that students can experience physically, socially, emotionally and cognitively. They suggest that students should participate in a range of physically active activities throughout the school day. The general physical development of a person can be considered as something more than learning according to the school curriculum. In fact, knowledge, skills and the understanding that they develop during school time can be applied in a range of different contexts, for example, outside of school hours, in any extracurricular activities, in sports sections. This premise proves that physical education has a greater impact than participation in specific activities. Thus, it can be argued (as with all other subjects of the curriculum) that what we teach in school is preparation for a person's future life. In this regard, some researchers have argued that instead of teaching students physical education, which assumes "mastery" of a measurable profile of physical activity achievements, steps should be taken to develop physical literacy. We can give the following definition of physical literacy: the presence of basic knowledge and ideas about the values of physical culture associated with health, applied, sports and other types of physical education activities. According to each individual's capabilities, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life cycle.

The definition of "physical literacy" identifies several key attributes such as: motivation, confidence and competence, ability to interact in different environments, self-esteem, interaction with others and knowledge and understanding. Thus, the role of physical education is focused on maintaining health, developing skills and emotional qualities. However, the traditional view of this problem affects slightly different features of physical education, including:

- Health as a resource
- Promoting purposeful physical activities to improve quality of life
- Development of a person as an individual
- Helping students form their life goals and positions.

So, based on curriculum development, we can highlight some of the key ways in which physical education supports child development.

The main thing we need to understand is that physical education is more than just doing physical activity. When physical education is at a high level, it is able to ensure the most successful physical (and not only) development of students. Therefore, as a primary physical education teacher, we must constantly reflect and analyze how we ourselves define physical education. Early learning experiences are critical to children's long-term participation in physical activity. However, as stated earlier in this article, when analyzing physics education, it is important to examine other terms commonly associated with the subject. For example, it is impossible to imagine the term physical education without

definitions such as physical activity, healthy lifestyle, school sports, anatomy, health and well-being.

Physical activity itself is a complex, multidimensional discipline. You can often find publications that recommend levels of physical activity. For example, recommended levels of physical activity for children and youth:

- A total of at least 60 minutes of moderate-intensity physical activity every day. At least twice a week, they should include exercises to improve musculoskeletal health (activities that place high physical stress on the bones), muscle strength and flexibility. And with childhood obesity rates on the rise, the focus is on schools to look at how proper nutrition and exercise impact overall health and well-being.

Primary physical education teaching focuses on making early experiences positive. The definition of physical education has been formulated in many ways. Each of them contains different main goals and associated benefits for the learning object. Using these physical teaching techniques, we substantiated physical education as a subject of the curriculum in primary school.

It is clear that physical education can influence physical activity levels. One of the key characteristics of a subject is influence. That is, the student's attitude towards physical activity can be imposed by his immediate environment, including teachers. If a positive outcome is seen, it is likely that students will have a positive attitude towards physical education. However, we must recognize that in terms of recommended

physical activity, we do not aim to achieve any specific level of physical education, as each person is unique and individual. It is worth noting that physical education is not limited to school physical education classes. In order for teachers to create motivational levels for students' development and provide sustainable interactions within their core experiences, children must continue to participate in physical activities not only within the school, but also outside the educational setting. It is therefore important that we seek to develop links with other sporting organizations to support a child's development outside the school environment.

Physical education is and will be defined not only as a separate subject of study, but also as a combination of various sciences. Therefore, such sciences as physics, biology, mathematics and many others are closely related to physical culture. The starting point in understanding what physical education is is an analysis of how the physical education curriculum has evolved over time [1].

The Department of Education has determined that the purpose of physical education and instruction is primarily to promote student health and to identify the effects of physical and mental stress on student health. The results of exercise are clearly positive. It is also associated with mental and moral development; in particular, with the fact that correctly selected and performed exercises are important for the development of children's emotional mood, concentration, attentiveness and body control.

*Your experience teaching physical education will vary at different stages of student learning (between elementary, middle and high school), as well as how classes are conducted during class and after-school hours. Some of this experience will be positive, and some may be negative. You will conduct various kinds of sports and entertainment events, starting with school ones, some of which you will like, while others may be more suitable for your students. Some of the activities are aimed at boys, while others are interesting for girls. A considerable part of your knowledge will be based on the experience of colleagues, as well as your own beliefs [1].

Therefore, when writing work programs, the age and gender characteristics of younger schoolchildren are taken into account. The purpose of the physical education program is to form the foundations of a healthy lifestyle in primary school students, develop creative independence through the development of motor activity, and promote the comprehensive development of the individual through the formation of personal physical culture.

This is why we aim to provide opportunities to develop a clearer understanding of physical education as a curriculum subject. This will allow us to reflect on our own experiences and those of other teachers.

If we, as practicing teachers, sometimes do not always understand the purpose for teaching children a given subject, then how can our potential attitudes, beliefs and values influence the children we teach? We sometimes find it

difficult to motivate not only ourselves, but also our students.

Therefore, before we begin to look at the teaching of physical education in primary schools, we must define and study the concept of teaching this academic subject, understand how physical education has developed over time. And by doing this, we can begin to reflect on our own perceptions of the subject and how this might influence our work.

Physical education is not just “physics”. It is clear that, in terms of how the curriculum has changed over time, the subject is seen as a means of addressing issues such as the physical fitness of individuals, which includes not only the development of skills but also knowledge of one’s anatomy - and that physical education can address issues relating to communication in society, in particular teamwork, as well as the development of personal skills and solving health problems. Continuing this thought, I would like to note that physical education is associated not only with physical education, but also with the emotional and social development of a person.

In past years, physical education was mainly focused on activities based on outdoor games (this tradition is still evident in many school curricula today). The school became more and more uniform and unified.

As professionals, we must promote high quality physical education in our educational settings. School leaders should promote and celebrate the value of physical education, physical activity and school sports.

Thus, turning to foreign sources, we note that this problem also exists in American schools. For example, AFPE (American Foundation for Physical Education) believes in the value of high-quality physical education, physical activity, and participation in school sports. “Each teacher has the opportunity to make a significant contribution to the development of health, emotional well-being of students, as well as improve the educational component at school” [5].

Physical education is effective education that supports and influences school development, helping to prepare children for an ever-changing world.

Therefore, if we are to provide quality physical education, we must work collaboratively within and between schools and local sporting organizations. Thanks to this, success will be achieved.

The purpose of this article was to determine the value of physical education at the initial stage of education and to analyze changes in physical education over time. This required us to define our own goals in this subject and how to convey them to students. From an educational perspective, what we consider to be key outcomes should be reflected in how we teach our lessons. Moreover, if we consider students at the center of education, then they must be at the center of the planning process. Therefore, the teacher must reconsider his thinking and attitude towards the subject.



Therefore, it is advisable to ask yourself the following questions from time to time:

- Why should we teach physical education?
- How do I imagine an exemplary physical education teacher?
- What is physical education for me?
- What will I prioritize when teaching PE?
- What role does my personal experience play in teaching children?

It is important to recognize and evaluate how you personally define and value the value of your influence on a subject. Sometimes the individual influence of a teacher plays a greater role in the upbringing of a student than the entire school.

With the development of physical education, teaching methods also developed. Considering that physical education teaching can only influence students' proper growth and development, their motor and functional abilities, choosing effective methods is a real challenge. Teaching methods are based on teaching practice, because each teacher constantly researches and complements them with various innovations. Which teaching method a teacher will use depends on the specific tasks in the classroom, the nature and specificity of the teaching content, the level of abilities and training of students, motor abilities and external conditions. Practical experience shows us that all methods are interrelated, often complement each other and are often used interchangeably. In teaching physical education, methods taken from general didactics are mainly used, but since physical education as an educational field has its own

specifics, there is a need for special methods in educational work with primary school students. The teacher decides which methods to use, giving him the opportunity to constantly explore and innovate the methods he uses.

Kragujevic (1987) describes physical education teaching methods such as:

- method of verbal communication or the method of “living words”,
- demonstration or illustrative method,

The living words method plays an important role and can be used in all forms of teaching because choosing the right words at the right time can have a very stimulating effect on the motivation and performance of students. It should be constantly emphasized that physical education is not just a mechanical movement and movement of the body and parts of the human body in a certain space, but that it is a process that is initiated and regulated as an exchange of opinions, as communication, which has a certain impact on children and youth. The teacher's living word is indispensable when students are asked three questions that are critical to every physical movement: What is physical movement? What is it for? How is it used?

In teaching physical education, the word plays a formative, corrective and stimulating role, so this method is applied through description, explanation, analysis and conversation. The description is used at the initial stages, before the element is taught. When students need to create a true picture of a given movement, this is also the

first step through which students become familiar with what and how a given action should be performed. Explanation is the dominant form of this method used in the initial stages of teaching, especially when demonstrating given elements. Explanations that accompany interpretations must be clear, understandable, accurate, adapted to the age of the students and their psychophysical abilities. Professional terms should be used that students can understand for this to have a positive impact. By analyzing in terms of efficiency and effectiveness, a teacher can achieve a lot by highlighting possible errors.

The demonstration method plays an important role in processing new material when students need to get a visual representation of an exercise that they need to reproduce later. In order for children to learn a certain exercise, it is not enough just to describe it and ask children to do it, but it is also necessary to show or demonstrate it. In the professional literature, this method is also called the obviousness method. In physical education teaching, it is presented in the form of direct demonstration by the teacher himself. Demonstration is used in the initial stages of teaching certain physical movements or exercises, which is the main method in the process of teaching a new element.

In general, we can say that in physical education classes the “living words” method and the demonstration method are more often used at the initial stage of training and are auxiliary methods in teaching physical education.

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