



Educational Unity and Student Development in The Process of Physical Education

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ABSTRACT

The article discusses the educational unit in the process of physical education and the impact of physical education on student development. Action games that help students develop physical abilities, movement skills and abilities in the process of physical education.

ARTICLE INFO

Article history:

Received 15 Feb 2021

Received in revised form 17 March 2021

Accepted 27 March 2021

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Keywords: Physical education, education, upbringing, pedagogy, science.

Introduction

The principles of comprehensive formation of the student's personality are important in the system of physical education of students. They are determined by the instructions to bring up the younger generation from the earliest school age to be physically and spiritually strong, harmoniously developed, physically strong.

It involves an approach that promotes the development of physical abilities, motor skills and abilities in students, the development of the student's personality in a joint and at the same time comprehensive (moral, intellectual, aesthetic, labor education). Such a comprehensive approach in the system of physical education is "concretized according to the individual characteristics of people, the characteristics of the stages of age development, the characteristics of the types of physical education activities selected as the main activity at one time or another."

Involvement of people in physical education and sports activities will naturally arouse students' interest in these activities. Schools support this interest by teaching students about physical education, sports, and games through an appropriate program. The purpose of education is to prepare students for the successful mastering of the requirements of "Alpomish" and "Barchinoy"; at the same time, students are taught to respect famous athletes, their qualities such as patriotism, hard work, courage, endurance, skill, friendship and mutual assistance.

The importance of wellness is reflected in the performance of student health promotion tasks. Therefore, the choice of exercise is not only a prophylactic goal, but also the pursuit of comprehensive health of the student's body, the development of his physical qualities in an emotional-positive state, in a happy mood in life. Physical activity should be managed in a way that takes into account the laws of health promotion when planning physical education classes. This work is carried out under the regular medical supervision of the teacher, doctor and principal.

The following didactic principles are used in the process of physical education and upbringing of students: systematicity and consistency; consciousness, independence and creative activity; optimal combination of visual, oral and practical methods of teaching; the principle of comprehensibility and individualization; unity of frontal, group and individual forms of education, the principle of increasing demands. They are very important conditions of pedagogy and represent the methodological laws of a single pedagogical process of education and upbringing.

Activities used for physical education (diet, exercise, movement skills) are mandatory. The process of physical education during the school period consists of continuity, regularity, regularity, a clear sequence of physical education classes based on the obligatory exchange of physical weight and rest, the sequence, sequence, interrelation of content. That is, it is manifested in the interconnectedness and interdependence of knowledge, skills, and abilities: the mastery of material allows students to rely on it to move on to the mastery of new material, and the new material. which in turn prepares students to know the next one.

Systematic performance of various physical exercises (morning gymnastics, physical training, movement activities during the trip, etc.) at a certain time each day, as well as training activities will help students to enter the established health-educational regime. rgatadi. When systemic training is stopped, there is a decrease in the level of functional capacity achieved during the breaks between them, and sometimes a regression of morphological parameters. This is manifested in a decrease in the specific gravity of active muscle tissue, changes in its structural components and other adverse effects. Physical education requires the repetition of acquired motor skills. Dynamic stereotypes of movement are formed only when repeated many times. For effective repetition it is necessary to have a system in which the learned movement is associated with a new one, in other words, the process of repetition depends on the nature of variability (change of exercises, conditions of performance, variety of methods and techniques, differences in form and content of training). will have. In addition, repetition provides long-term adaptation in the morphological and functional areas. Based on them, physical qualities develop.

The introduction of new stimuli into the resulting dynamic stereotypes will take place without abrupt changes under conditions of gradual adherence. IV Pavlov noted that in pedagogy, slowness and exercise are considered to be the basic physiological rules.

The principle of awareness, activism and independence is based on the student's conscious and active attitude to his / her activities: in order to achieve this or that goal successfully, it is necessary to have a clear idea of what to do and why not.

The principle of consciousness was first developed by P.F. Lesgaft. He was adamantly opposed to the mechanical study of motion. Lesgaft argued that it was necessary to "teach students to understand as

one word in a common way, without being imitated in any work, that is, to be as independent and show willpower as possible in action."

The student's independent activity is related to the interest in the given task, to understand it consciously, to understand the purpose of the task and ways of its implementation, to apply problem-based learning methods, to try to find ways of students to perform the task will be. Further development of movements depends on the ability of the student to be creative, to perform creative tasks (independent change of exercises, creating their own version, inventing something new). Unlocking promising opportunities for creative activity requires a sincere and attentive approach to students' first initiatives, and a systematic incentive to seek innovation.

Cognitive activity is the practical union of a set of emotional cognitive processes.

In the process of learning to move, these integral parts of cognition are interconnected. However, their sequence will vary depending on the task at hand: teaching and explaining to students; the exercise can begin with an oral explanation and its performance by the students in action. In either case, the visual model does not preclude thinking, and the explanation does not preclude the notion of action. Thus, visual speech and action are integral, interrelated components.

Demonstration in physical education means a wide range of interactions of all indicators of external and internal analyzers that connect a person with the external environment. Any cognition begins with the emotional phase. The formation of movements takes place primarily through the interaction of receptors, vision, hearing and proprioceptive receptors. The interrelationship of different receptor indicators enriches the image of movement, providing a deeper understanding of it while serving to form motor skills.

In the study of new movements, the principle of demonstration is realized by the educator showing the movements very clearly (direct visual example). It is aimed at creating an aesthetic perception, a concrete imagination of the action, a sense of correct action and a desire to repeat the action.

Since the comprehensive development of the senses is one of the tasks of physical education, it is possible to activate the cognitive structures, to train them for the same purpose with the methods of selective action (for example, the orientations of light and sound exhibitions).

In addition to direct visual perception of the external environment, mediated visualization plays an important role in explaining certain details and mechanisms hidden in direct perception (e.g., the use of motion pictures, filmstrips, motion pictures that expand the perception of action).

Demonstration is closely related to consciousness: an oral task is understood by the person, tested in practice by repeating the action. Instincts, especially movement senses, play an important role in this. In addition, the relationship between the figurative and the figurative is very important. This connection builds on the student's life experience, his or her imagination, and creates a concrete image of the action. The role of the word, which is important for indirect demonstration, increases with the experience gained by the reader. Such a connection between these forms of demonstration is determined by the emotional and logical stages of cognition, that is, the interrelationship of the first and second signals.

It involves taking into account the age characteristics and abilities of the students and, accordingly, setting tasks according to their strength. It is especially important to follow this principle in the system

of physical education of students, because the performance of various exercises directly affects the vital functions of the student's body, which is not yet strong, and excessive physical exertion can adversely affect health.

The optimal level of comprehension is determined by the age of the students and the level of difficulty of the tasks. Despite the program's existing control requirements, it is also important to consider the student's individual strengths and readiness for greater demands. Student opportunities are determined by a combination of factors: fractures according to the requirements of physical fitness, medical examination, direct pedagogical observation.

Comprehension does not mean that there are no difficulties, but rather that the student can overcome them successfully through physical and psychological exertion. True comprehension is confirmed or denied under the supervision of a physician-educator using pulsometry, chronometry, and so on. One of the key conditions for understanding is consistency and the increasing complexity of exercise. The relationship between the various forms of sequential movement is expressed in terms of their interactions and structural commonality. In practice, this is achieved through the proper distribution of material between classes. It is also important to take things in stride before moving on to more challenging tasks. In this regard, it is important to emphasize the need to use training and auxiliary exercises in order to master many movement skills.

Individualization involves specific effects that take into account the specific functional capabilities of the person (student) (mastery of movements varies, the body responds differently to physical exertion, the dynamics of adaptation, etc.).

However, individualization is not just about taking into account the typological characteristics of a student (they cannot be taken into account in the optimal goals of education and upbringing, but they cannot be defining features). The purpose of individualization is to develop innate qualities, to cultivate new positive qualities, abilities, and, if necessary, to change the typological features of the nervous system in a purposeful way. Achieving quality behaviors involves a single focus on students' emotionally-conscious, purposeful activities, and coherence when using different teaching methods. For example: the frontal method requires the simultaneous, conscious and harmonious performance of the task; the group approach requires the promotion of responsible, independent and mutual assistance; the individual approach requires the teacher to provide the necessary support to some students and differential guidance, which is expressed in increasing the demands on other students who are more prepared. The use of the listed methods of teaching serves to effectively carry out educational health-improving tasks with students.

The main condition for a gradual increase in the requirements is to set and perform more difficult tasks for the student, and gradually increase the scale and intensity of the load.

A variety of life skills can be acquired by updating and modifying the exercises that are performed. In the process of updating the exercises, the range of movement skills and abilities expands and enriches. This will help the student to master the new movement activity, to improve the movements he has already mastered. As the forms of movement become more complex, the physical load on the student's strength gradually increases. The laws of development of these physical qualities are determined by the relative strength, endurance, agility of the student.

Consistency, regularity, and alternating workload with rest are also mandatory. The transition to new, more complex exercises should be gradual as the skills and adaptations that are being developed in relation to the load are strengthened: it will take some time for the adaptive change to take place, which will allow for a new, higher level of engagement.

All the activities considered are interdependent and common in their content. They all reflect certain aspects and laws of a process that are unique and only conditionally considered separately. Therefore, all of the above activities can be carried out only in the interaction.

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